

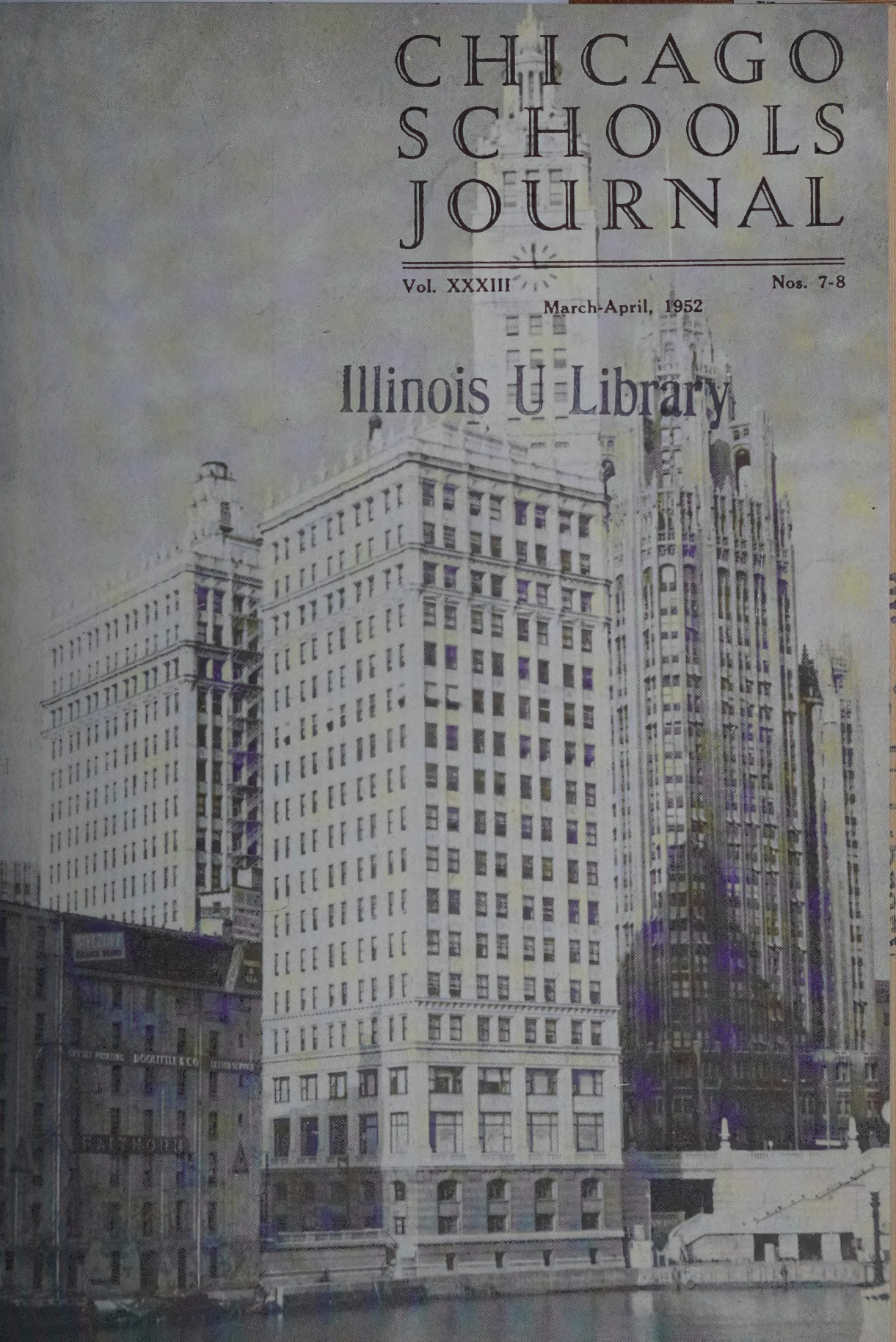
CHICAGO SCHOOLS JOURNAL

Vol. XXXIII

March-April, 1952

Nos. 7-8

Illinois U Library



CHICAGO SCHOOLS JOURNAL

An Educational Magazine for Chicago Teachers

Editorial Office: Chicago Teachers College, 6800 Stewart Avenue

Chicago 21, Illinois

Telephone: AB erdeen 4-3900

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PRE-SCHOOL CURRICULUM OUTLINE.

FOR PARENTS' USE Paul R. Pierce, Gretta M. Brown,
and Laura D. Newbury 129

ORGANIZING CURRENT MATERIALS *Gordon F. Vars* 132

VITALIZING SCHOOL EXPERIENCES

FOR UNGRADED PUPILS, I *Jacquelyn White Baskin* 138

YOUR CHILDREN AND NON-MEDICAL

DRUG ADDICTION *Lois Higgins* 146

WORLD HORIZONS FOR CHILDREN *Leonard S. Kenworthy* 150

VITAL EXPERIENCES THROUGH

EXCURSIONS Mabel G. Hemington 154

THE CHICAGO PUBLIC LIBRARY

Mildred Bruder 159

NOTES FROM THE FIELD —

HANDS ACROSS THE BORDER *John M. Mirkin* 163NEW TEACHING AIDS *Edited by Joseph J. Urbancek* 164NEWS *Edited by George J. Steiner* 166PERIODICALS *Edited by Philip Lewis* 169Books *Edited by Ellen M. Olson* 170

IN OUR
NEXT ISSUE

CHICAGO — STEELMAKING FOR THE WORLD

EDWARD C. LOGEL

ENRICHING LIBRARY
EXPERIENCES FOR THE
ACCELERATED READER

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PRE-SCHOOL CURRICULUM OUTLINE

For Parents' Use

PAUL R. PIERCE,¹ GRETТА M. BROWN,² AND LAURA D. NEWBURY³

THROUGH the activities of committees consisting of school administrators, teachers, parents, and community leaders working under Curriculum-Council objectives, Chicago Public Schools have developed an outline of activities of living and learning that should prove of marked assistance to parents in the guidance of their children during the pre-school period. It should also increase the children's opportunities for success after they enter school.

One of the early acts of the Curriculum Council⁴ following its establishment by General Superintendent Hunt in March, 1949, was the issuance of an outline of the scope of the curriculum in the form of nine major functions of living. During the school year 1949-50, a committee of administrators, teachers, parents, key citizens, and pupil leaders analyzed each major function into its essential life activities or experiences. Each committee had at its disposal research workers, psychologists, and university specialists, and the findings of established studies of curriculum activities.⁵ The activities for each major function were listed in accordance with six stages of pupil development ranging from "infancy" to "early adulthood." The facts that the period of infancy was delimited as years one to four inclusive, and that the child is eligible for entrance to kindergarten in the Chicago Public Schools at the age of five were later instrumental in channeling attention in the direction of a pre-school program.

DEVELOPING PRE-SCHOOL CURRICULUM OUTLINE

The activities listed for the major functions of living by the nine committees were co-ordinated and edited during the sum-

mer of 1950 and made available as source materials for guidance of committees to construct courses of study and other teaching aids. Pilot centers to try out the activities in actual school situations were established in schools in each of the city's nine elementary-school districts, in nine secondary-schools, in each junior college branch, and in the Chicago Teachers College in September 1950.

At first the activities of the infancy stage were regarded mainly as means to provide background material for kindergarten-primary teachers. Soon, however, parent members of the pilot school committees pointed out the value of the activity lists to parents as guides. It was their belief that these would assist the parents in understanding the needs of their very young children and in providing guidance to meet these needs. They further felt that parents' use of the activity lists would better prepare children for the program of kindergarten and the primary grades.

Paralleling the work of the pilot schools was the action of the Kindergarten-Primary Committee. The purpose of this committee was to design the framework of a program through which Curriculum Council objectives could be realized. To do this, the committee found it necessary to survey the activities of all nine major functions

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⁴"Annual Report of the General Superintendent of Schools." *Chicago Schools Journal*, September, 1948. p. 20.

⁵*Developing a Curriculum for Modern Living*. By Florence Stratmeyer, Chapters V-VI, Columbia University Press, 1947.

Guides to Curriculum Building, Curriculum Bulletin No. 12, Wisconsin Co-operative Education Planning Program, and Bulletin No. 8, Illinois Secondary School Curriculum Program, 1950.

Guiding Growth in Christian Social Living, Commission on American Citizenship, Volumes 1-3. Catholic University Press, 1944.

at the "early childhood" stage of pupil development. The necessity to make a similar survey of the activities of the "infancy" or pre-school stage as a basis for the kindergarten-primary program soon became evident, as did the advisability of assembling these in a mimeographed pamphlet for the information of primary teachers. The sub-committee⁶ formed to survey the activity lists for the infancy period wove the activities together in attractive and easily readable discourse under their major-function headings. Committee members were convinced that this material, introduced with a brief explanatory statement and printed in booklet form, would provide an extremely serviceable handbook for parents as well as primary teachers.

ACQUAINTING PARENTS WITH PRE-SCHOOL MATERIALS

How most effectively to initiate use of the new curriculum by parents was carefully considered. The first impulse, namely, to mail or deliver these to parents as a handbook whose use was obvious, was discarded on the basis of neglect that had often attended other materials sent by the schools to the home without advance orientation of parents. It was realized that it was essential to develop parents' understanding of the idea of the pre-school curriculum as well as to provide them with printed curriculum outlines and instructions. This indicated that the introduction of the program should proceed with limited numbers of parents, possibly organized for the purpose, until techniques were developed for extending understanding and use of it by all parents of pre-school children. The pilot elementary school having already had experience with one major function at all developmental levels, including infancy, and having a Parent-Teacher leader on its guiding committee, was obviously the vehicle for discovering effective ways of initiating work on the pre-school curriculum by parents.

A number of problems challenge the P. T. A. leaders and the principal in the

pilot schools. One of these is procedure for identification and contacting of parents of pre-school children of the district. Another is the process of orienting them to the significance and service of the curriculum outline. Further problems include ways of conducting parents' classes or workshops in pre-school education, methods of distributing pre-school curriculum booklets, and procedures for integrating parents' pre-school guidance with the work of kindergarten and first grade.

CONTENT OF PRE-SCHOOL CURRICULUM BOOKLET

Explanatory Material. The descriptions of living and learning activities for the period of infancy are introduced in the pre-school curriculum booklet by three brief paragraphs of explanation to parents. The first paragraph seeks to bring to parents a realization of their role as pre-school teachers:

The child's first teachers are his parents. From the moment of birth, the infant's father and mother are devoted to protecting the life and health of their child. During infancy, his efforts in communication, his spiritual growth and his play activities are also guided by his parents. As the months and years of infancy advance the child shares with his parents these responsibilities. By the time he is old enough to enter kindergarten, his parents have taught him to speak a language, to feed himself, to manage his clothes, to say prayers, to listen to stories, to sing and play, to meet toilet needs, to follow safety rules, and to be a participating member of the family.

The introduction next explains how the booklet will aid parents, as indicated in the following excerpt:

How can I help my child to become a better child? What can I do to make him successful when he enters school? The pre-school curriculum presented in the following pages is designed for voluntary use of parents to help them meet these problems. This it will do, not by adding to parents' present duties, but by making those that they are already doing more purposeful and pleasant to the parents, more balanced and beneficial to the child. Parents may request assistance of their elementary-

⁶Mary Bradley, Laura Newbury, and Shirley Stack, Chicago Public Schools

school P. T. A. officers or principal in interpreting it. The experiences that are indicated for the child are directly related to kindergarten-primary work and are contained in the nine major functions of living designated by the Curriculum Council for the educational program of Chicago Public Schools.

The third explanatory paragraph outlines briefly the chief physical, mental and emotional characteristics of the child from birth to the fifth year. The approximate times of such milestones as ability to recognize objects, to walk, to name persons, or to answer questions are stated with the reminder that children differ and may be expected to vary in the ages at which they show certain capacities or abilities.

Description of Activities. The first activities described in the booklet are organized under the major function of living, "Protecting Life and Health," with such subheadings as "Practicing proper food and diet habits," "Taking care of cleanliness and other bodily needs," and "Practicing good safety habits." An excerpt from this section reads as follows:

Drinking four glasses of milk, eating a variety of fruits and vegetables and a limited amount of sweets are habits which should be established by the time the youngster enters school. By this time, too, the child should have learned to be a pleasant, participating member of the group at meal time, eating his food without bolting and dawdling, and enjoying the social aspects of the family dinner table.

The second section of activities is organized under the function, "Using the Tools of Communication." In the section on speaking, the following excerpts are illustrative:

After the first month of life the baby's cry begins to take on a tonal quality to tell his mother or nurse just exactly what he wants. As his muscles develop he begins to point and gesture to make his wants known. He raises his arms to be picked up, he shuts his mouth tightly and turns his head when he has had enough to eat. All these gestures and sounds, (cooing, babbling, crying) are the beginnings of the art of communication.

Before the child has had his first birthday he discovers that he can make sounds and he enjoys making them. He repeats identical syl-

lables as "mama," "dada," and the like. His "speech" begins to take on a conversational tone by the time the child is ten or eleven months old, and by the age of eighteen months he begins to speak in sentences of three to five words.

Increase in vocabulary and language power come with increase in the amount of talking. When two candles appear on baby's birthday cake, he can carry on quite a monologue. He talks and babbles on as he plays with his toys and amuses himself with his continuous chatter. Three years is a "no-ing" age — an age when the child uses "No" as a stock answer to all questions. At four, the child is talking a great deal; he makes up fantastic stories, he loves silly language and enjoys exaggerating.

Activities are described under the other major functions in the following order: "Satisfying Spiritual and Aesthetic Needs," "Enjoying Wholesome Leisure," "Improving Family Living," "Practicing American Citizenship," "Building Human Relationships," "Developing Economic Competence," and "Meeting Vocational Responsibilities."

Though certain of the areas of living and learning may appear on the surface to be far removed from the child, the subheadings and activities listed by teachers, parents, and pupil representatives show all the areas to have numerous roots in the period of infancy. For example, the section on meeting vocational responsibilities opens with a description of the old custom of placing three objects — a book, a spade, and a silver coin — before a young baby. His choice was supposed to indicate the type of work he would follow in later life. The section describes how the use of different toys may indirectly lead to a choice of a career, how the young child may obtain work experience through dressing dolls and helping mother, how he can be taught to see a little chore through to the end, and how he can learn from observing community workers at their work.

IMPLICATIONS OF THE PRE-SCHOOL CURRICULUM

Provision of pre-school curriculum outlines to parents should (1) enable parents

through authentic knowledge to give improved guidance to their children's experiences of living, (2) give child's pre-school experiences continuity with the school's educational philosophy and program, (3) save public funds by increasing reading readiness and lessening school failures, (4) provide teachers both in training and in service with essential information regarding young children and the home, (5) assist in initiating purposeful and enduring school-home relationships, and (6) increase community

understanding and support of the school program.

Chicago's pre-school curriculum outlines mark the introductory phase of the total educational program growing out of Curriculum Council objectives. It is significant that it is not only basic to the kindergarten-primary program shortly to follow, but that it also promises an educational landmark in systematically relating children's pre-school living activities in the home to their subsequent learning activities in the school.

ORGANIZING CURRENT MATERIALS For Effective Teaching

GORDON F. VARS

BEL AIR HIGH SCHOOL¹

IN these days of widespread concern over attacks on the public schools, all teachers need to re-examine carefully the effectiveness of their methods. Some of our critics claim that we are neglecting the "three R's," and they advocate a return to the "good old days" of strict discipline and learning by rote. Such a return to the "horse and buggy" days of teaching would be extremely foolish, even if it were possible, considering what we know now about the way children learn. Nevertheless, we are obligated to evaluate our work constantly in the light of this modern knowledge to make sure that we are bringing to the nation's youth the best possible education.

Today's children must be helped to live successfully in a dynamic and rapidly-changing society, and therefore our methods of teaching must be vital and in tune with the times. Textbooks, however well written and illustrated, can not possibly keep up with the rapid strides being made in human knowledge. For this reason, we have turned more and more to such current publications as pamphlets, magazines, and newspapers for up-to-date, supple-

mentary information. We have also learned the grave limitations of the printed word as a means of communicating ideas, and have adopted for school use such modern media as motion pictures, filmstrips, recordings, radio, and even television. In these many ways we are trying to make our students better prepared for life in a complex world, where an idea that is accepted as a fact today may be an outmoded theory tomorrow.

To help teachers keep abreast of the rapidly widening flood of teaching aids and current materials available today, most professional journals regularly devote space to reviews and critical evaluations. Teachers who read the "New Teaching Aids" and "Books" sections of this *Journal* can get much helpful assistance in selecting those materials which help best in a particular learning situation. Especially valuable are the special supplements which have appeared from time to time, which describe teaching materials useful in science, social studies,

¹Bel Air, Maryland

and mathematics courses.² Since a great many of these materials are either free or of low cost, any teacher can easily accumulate a great many valuable items by judiciously using these sources of information.

PROBLEM OF ORGANIZATION

Despite the ease with which this material can be obtained, and the general recognition within the profession of its value in teaching, actual classroom use is too often infrequent and ineffective. To some extent this may be due to the fact that teachers have not been trained in the use of these materials, although teacher education institutions at present appear to be dealing more and more with the use of all kinds of teaching aids. To a far greater extent the "bottleneck" seems to develop in the more-or-less mechanical problem of handling these materials after they are acquired. When every student used a uniform textbook, there were few problems in the handling of materials, except to see that students did not lose their books and that they brought them to class every day. Now that the teacher is expected to use not only a variety of different textbooks but also motion pictures, filmstrips, recordings, charts, magazines, and a great mass of pamphlet materials, it is no wonder that the matter of organization becomes such a pressing problem.

Human memory can not be trusted to keep track of all these items, and current materials, such as magazine articles and pamphlets, seldom appear at just the right time for use with a study then in progress. Probably every teacher at some time or other has "re-discovered" some piece of material whose existence had been overlooked until after that topic had been completed and the class was studying something else. After wrestling with problems like this for a while, even the most enthusiastic advocate of modern teaching materials will frequently give up the struggle and fall back on the "ever-dependable" textbook, while valuable

supplementary materials gather dust on the school shelves.

To break this bottleneck and bring more current materials and teaching aids into use in the classroom, a teacher must have some efficient system of organization and filing so they can be found when needed. The usual library card-catalogue system is too laborious and time-consuming for most teachers, so some other scheme must be devised which is more economical of teacher time. If the system can be made simple enough for students to help in its operation, a great saving in teacher-time can be made. Regardless of any other merits it might have, a system that requires a great deal of labor to keep it running will not be used by today's overworked teachers. In addition, the system should include all kinds of teaching materials relating to a particular topic of study. A teacher should not have to look in one place for book suggestions, another place for film titles, and still another for related pamphlets or magazine articles. Instead, all kinds of ideas and suggestions should be gathered together in one spot. Also, any one piece of material should be cross-referenced so that all its potential uses will be apparent. This is especially true of many inexpensive teaching aids produced by industry, which are often aimed at a wide audience. Finally, the system must be flexible and easy to keep up-to-date. With criteria such as these in mind, a teacher could, in time, develop a workable system for keeping educational materials in order and finding them when they are needed.

The purpose of this article is to describe one such system, which has been developed over the past four years, and which seems to meet these criteria to a large extent. This system has been used to or-

² "Free and Inexpensive Teaching Aids for the Science Teacher." Supplement, *Chicago Schools Journal*, October, 1949.

"Mathematical Teaching Aids." Supplement, *Chicago Schools Journal*, January-February, 1950.

"Free and Inexpensive Materials for Social Studies." Supplement, *Chicago Schools Journal*, January-February, 1951.

ganize all types of materials relating to a great variety of subjects, although science and social studies topics have received the major emphasis. With modifications to fit the individual situation, this system is recommended to all those who wish to solve this organizational problem and who do not wish to spend the long time necessary to develop a system of their own from the beginning. The basic principles of this system would also seem to apply equally well to a school teaching aids center, in which case it would become a co-operative venture with a more comprehensive scope.

RESOURCE FOLDERS

As centers of organization, this system employs a set of manila folders, one for each of the topics or units usually taught by the teacher. For a general science course such units as "Weather and Climate," "Electricity," "Astronomy," "Health," and "Atomic Energy," have proved suitable. For social studies the materials could be organized around such topics as "Latin America," "United States History," "Foreign Relations," and "Social Problems." The breadth of the topic will be determined by the approach that is used by the teacher involved. While a science teacher might need only one general heading for materials on mathematical relationships, a mathematics teacher would probably need further subdivisions of the subject, such as arithmetic, geometry, and algebra.

Inside each resource folder are kept lists of various kinds of teaching materials relating to that topic, with one sheet each for such things as books, pamphlets, magazine articles, films, and so on. For some units it is also worth-while to keep a list of members of the community who might be willing to visit school and talk with the students; other ideas and suggestions can be added as desired. These folders thus bring together in one spot a listing of a variety of materials relating to a particular topic which can be used to develop vital learning experiences with the children.

THE PAMPHLET LIST

To illustrate how the resource folder system works, we shall consider the way materials can be organized around the topic "Atomic Energy," a common unit in modern science and social studies courses. Figure 1 shows a portion of the

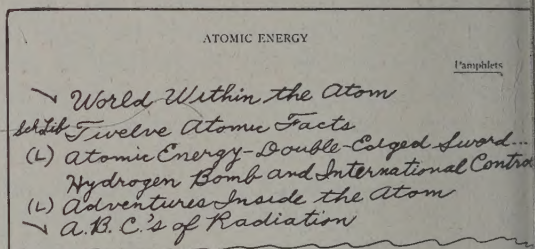


Figure 1. A Pamphlet List from a Resource Folder on "Atomic Energy"

pamphlet list from such a resource folder. You will notice that the pamphlets are listed by title only, usually with some kind of symbol in the left margin to indicate where each is located. The check mark designates a title which is in the classroom collection, and the letters "Sch Lib" stand before items which can be found in the school library. Similar symbols can be used for pamphlets located in the community library, or stored in another room in the school. The only effort required to keep this written reminder up-to-date is to jot down titles and location symbols for new items that are encountered. The word "Pamphlets" is written in the right margin so it is not even necessary to take the folder all the way out of the files to make entries on this sheet.

The advantage of listing pamphlets by title is that it simplifies the storage problem. Pamphlets can be placed in alphabetical order by title, either in a vertical file or on shelves. There is no need to segregate them according to subject matter, as they are cross-referenced in the resource folders. Since pamphlet materials ordinarily fall into two size categories, it is usually desirable to put the larger size in a separate section, and place

the letter (L) in front of those titles on the list.

In addition to pamphlets already easily available, an alert teacher also needs to keep some kind of record of items that have been recommended by other teachers, or which have received favorable reviews in professional publications. A good way to do this is to cut out the review and glue it to a 4x6 inch file card, similar to the one shown in Figure 2. The title of

Hydrogen Bomb and International Control

The Hydrogen Bomb and International Control. Prepared for the use of the Joint Committee on Atomic Energy. Technical and background information on the hydrogen bomb in relation to the international control of atomic energy. Brief history of proposals and negotiations. Bib. 1950. 41p. 15c. Supt. Doc.

NEA Journal Dec. '50

Figure 2. A Pamphlet Reference Card

this pamphlet is then listed in the appropriate resource folder with no marginal location symbol, and the card is placed in a card file. The information on these reference cards can be used to order new materials when a unit is being planned; they are filed in alphabetical order to make it easy for a student to take care of them. Even the ordering of additional materials can be done by the students, either as a class exercise in writing business letters, or as a project for the class secretary. The card file thus broadens the scope of the resource folder and makes it easy to obtain up-to-date materials.

CROSS-REFERENCING

In the resource folder system, cross-referencing is accomplished by jotting down the title and location symbol of any item in all the different resource folders where it would apply. For example, the pamphlet *Atomic Energy: Double-Edged*

*Sword of Science*⁸ could be used in connection with several units of study. In addition to listing it in the folder on "Atomic Energy," social studies teachers might also list it in a folder on "World Government" because of its discussion of the problem of international control. Science teachers may wish to exploit the various chapters of the pamphlet by listing it in other resource folders, such as "Military Science," "Atomic Structure," or "History of Science." While not all pamphlets merit this many cross-references, listing a title in several places increases the likelihood of its being used. Figure 3 shows

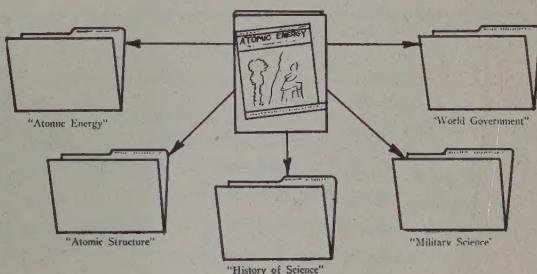


Figure 3. Diagram Illustrating How a Pamphlet is Cross-Referenced by Listing Its Title in Several Resource Folders

by means of a diagram how a pamphlet can be related to several units by this method.

CHARTS

In addition to pamphlets, many industrial firms produce various kinds of charts and posters, which teachers can obtain at small cost. Many of the smaller ones are not seriously harmed by being folded to fit a vertical file, and if the titles are written along the top margin, they can be kept in alphabetical order. These titles are then listed in appropriate resource folders, with a check mark to indicate their location in the classroom files. The larger ones present somewhat of a storage problem, and must be kept either rolled or flat, depending upon how stiff they are. In either case, it is desirable to have special shelves for

⁸By R. Will Burnett. Columbus, Ohio: Charles E. Merrill Company, 1941.

each type, with a suitable cataloguing system. The writer finds that a set of large "pigeon holes" works well with the rolled charts; each chart is tagged with a number to indicate in which "pigeon hole" it belongs. The titles of these items are preceded by the letter "R" and the key number, when listed in the resource folders; in a similar manner, the stiff charts filed flat on oversize shelves can be given key numbers with the letter "F."⁴ Cross-referencing is handled in the same manner as pamphlets — by listing the titles and location symbols in several resource folders. Figure 4 shows part of a chart list

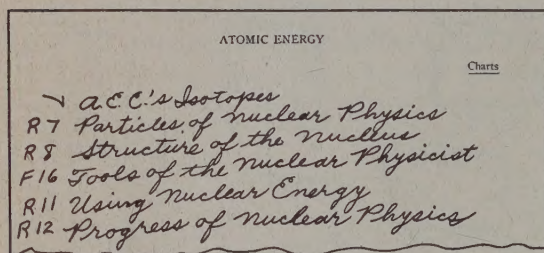


Figure 4. A Chart List from a Resource Folder

from a resource folder on "Atomic Energy."

MAGAZINE ARTICLES

Magazine articles provide another rich source of current teaching material, so they, too, need to be incorporated into the scheme of organization. Since most magazines are discarded sooner or later, the most important articles can be clipped, stapled together, and placed in a vertical file. If the teacher will write in the top margin the headings under which they should be filed, students can place them in the proper folders. The clipping folders themselves can be kept in alphabetical order, and if there are more than one which contain articles relating to a certain unit, those headings should be listed on a special sheet in the appropriate resource folder. A clipping folder list for the unit on "Atomic Energy" is shown in Figure 5.

When a teacher desires to keep magazines on file, without cutting them up,

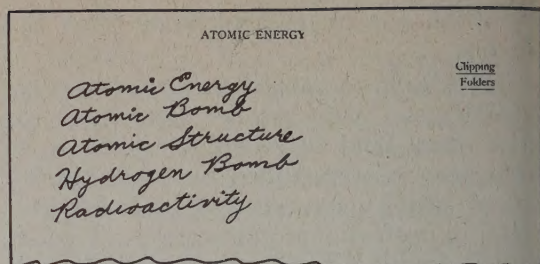


Figure 5. A Clipping Folder List

important articles can still be tied into the system by listing them on another sheet in the resource folder, along with the name of the magazine and the date of issue. Figure 6 shows a magazine article list from the "Atomic Energy" resource folder. Cross-referencing for both the magazine articles and the clipping folders is done in the usual manner. The magazines themselves can be kept in chronological order on a shelf, another job which student assistants can do. With these

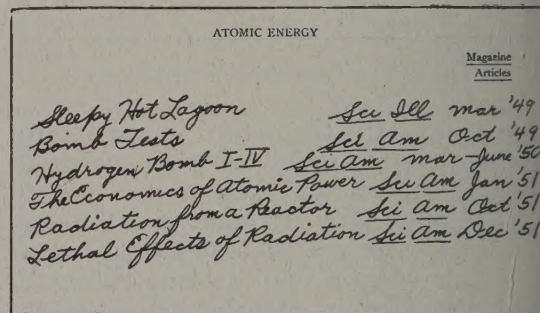


Figure 6. A Magazine Articles List

magazine article lists and clipping folders, a teacher can take full advantage of the valuable current information available in periodical literature.

OTHER MATERIALS

The general method of using the resource folder system should now be clear, and it requires no great stretch of the imagination to see how it can be broadened to include other types of teaching

⁴For a further discussion of the problem of storage, see "Organizing Resource Materials for Creative Teaching." By Gordon F. Vars. Master's Thesis (Unpublished), Ohio State University, 1949.

material. Books, motion pictures, recordings, charts, and other teaching aids can all be listed in resource folders in a similar manner. Those which are immediately available, either in the school or local community, can be listed with their location symbols. Those not so readily available can be described on file cards, from which information they can be ordered when needed. The resource folders also prove to be convenient places to keep sample examinations, suggestions for student activities, questions students commonly ask about the subject, and other ideas. They thus become true resource folders, containing all kinds of helpful hints and suggestions, in addition to lists of teaching material.

SUMMARY

One of the main problems that has prevented many teachers from making effective use of current teaching materials has been that of organizing them so that desired items can be found when needed. The resource folder system provides a relatively simple and easy way to do this, and is recommended to those teachers who want to enrich their teaching with these materials, but who can not afford to spend the long time it would take to work out a system of their own.

The resource folder system is centered around a set of manila folders, one for each of the main topics studied. Within each folder are lists of the various types of teaching aids that would contribute to the study of that unit. Titles and location symbols are jotted down on these lists, with cross-referencing being accomplished by placing the title in all the resource folders where the item would contribute. Materials recommended in professional publications are recorded on

file cards, the titles alone being listed in the resource folders. These cards are used to order new materials as desired. The resource folders and the supplementary card file provide the information needed either to locate one particular piece of material or to gather together all kinds of teaching aids relating to one topic.

With this system, the actual teaching materials can be filed in the simplest way possible. Pamphlets, clipping folders, and folded charts are kept in alphabetical order in a vertical file. File cards are also alphabetical, with separate sections for pamphlets, films, recordings, books, etcetera. Magazines are kept in chronological order on shelves, and large charts are given key numbers and placed on special shelves. Because of this simplicity of organization, students can keep the materials in proper order. The chief labor required of the teacher is to jot down titles and location symbols in the various resource folders and to supervise the student clerks who handle the materials.

In these many ways the resource folder system meets the criteria of an efficient system. It is economical of teacher time and simple enough for the use of student help. It includes all kinds of teaching material, and exploits the many possible uses of any one item by cross-referencing. Because the material lists are kept loosely in a folder, rather than bound into a book or pamphlet, resource folders are extremely flexible. With the card file as a continuous source of new suggestions, it is easy to keep the lists up-to-date. This system thus offers a practical solution to the problem of organizing teaching materials for effective use, making it possible for teachers to exploit more fully the resources now available for meeting the ever-expanding needs of today's youth.

Thought once awakened does not again slumber.

— Thomas Carlyle

VITALIZING SCHOOL EXPERIENCES, I¹

For Ungraded Pupils

JACQUELYN WHITE BASKIN

TALCOTT SCHOOL

OUR Chicago Public School System has not only taken the lead in recognizing the education of exceptional children but also in providing excellent facilities and a well planned program in the areas of Special Education. The Ungraded Classes are a facet of Special Education. Within the classroom a majority of the needs of the mentally retarded children are provided for through a curriculum devised for their maximum growth and development. The education of mentally retarded children, like normal children, requires introspection into their characteristics. In some respects there are dissimilarities between the normal and retarded. In others there is little variation. A glance at the physical, motor, mental, and social development of the mentally retarded reveal the following:

PHYSICAL DEVELOPMENT

We are unable to diagnose mental retardation from physical symptoms alone; for the mentally retarded often closely resemble groups of normal children of corresponding chronological age. In fact, some studies show the mentally retarded inferior only slightly to the normal child in physical development.

MOTOR DEVELOPMENT

In motor development, as in physical development, studies show a slight inferiority on the part of the mentally retarded child. Christine Ingram states in the *Education of the Slow Learning Child*² that retarded children approach nearer to normal children in sensory acuity and motor abilities than in more definite intellectual processes. She further states that they approximate success at their chronological age most nearly in processes

which call for eye-hand co-ordination and motor response.

MENTAL DEVELOPMENT

Studies show that the mentally handicapped learn more slowly and retain less than normal children. Mental abilities are perhaps the most significant factor towards success and adjustment for the majority of children.

Dr. Samuel Kirk in *Teaching Reading to Slow Learning Children*³ states that the mental abilities of the slow learning child at any age is characterized by a slower rate of learning and a less full total development than that of the normal child. Particularly is this true in processes and abilities having to do with abstract thinking and symbols which are involved in association, reasoning, and generalizations.

SOCIAL DEVELOPMENT

Social development of the mentally retarded is largely dependent upon mental and physical development of the individual. Some mentally retarded children possess those physical qualities which create needs and desires for similar experiences of the normal child. Yet slow mental growth may limit their capacity to comprehend and participate in the experiences of those in their same chronological age group. It may be opportune to study some particular children's social responses. Emotional problems may very often thwart effective learning. Anti-social behavior too may hinder learning; yet it also

¹Part II will appear in the May-June issue.

²Yonkers-on-Hudson: World Book Company, 1935. Pp. 419.

³New York: Houghton, Mifflin Company, 1940. Pp. 187. \$3.50.

may be symptomatic of a latent maladjustment.

If we agree that intellectual development and learning abilities are the main differences between the mentally retarded and the normal child, considerable emphasis ought to be placed on the study of their learning capabilities while techniques for the most efficient methods of instruction must be continuously devised. With a program which meets the needs of children who are slow in learning ability and who are placed in our ungraded rooms where they may receive instruction geared to their individual differences, the assets of these pupils may be capitalized upon and their defects minimized.

OBJECTIVES

It is accepted philosophy by outstanding educators that the educational objectives for the mentally retarded should be the same as those for the normal child; however, they will vary greatly in degree and kind of presentation.

APPROACH

Again mentally retarded children, like all children, must have reached a readiness period for that which they are expected to learn. Concrete approach rather than the abstract should be utilized whenever possible. The hurdle from concrete to abstract and from specific to general should be carefully bridged by classroom materials and methods fitted for the level of the slow learning pupils, keeping in mind their potential rate of achievement.

The ungraded teacher should possess a broad point of view using, as one general aim, the refurbishing of all facets of the pupils' potentialities. Further, an awareness of maturity levels of the pupils might well be developed on the part of the teacher in order to gain insight into the children's readiness for certain tasks. Finally, the teacher should be cognizant that the kinds of educational materials used with normal children will not be geared to meet the needs of the mentally retarded. Discrimination and ingenuity in selecting,

devising, and adapting materials which will keep pace with the children's rate of learning ought to be employed.

Experience has proven that ungraded children can be taught more successfully by experiencing, feeling, seeing, participating, and actually doing. As a result, voluminous opportunities for learning through exploration, experimentation, and manipulation should be offered youngsters in ungraded classrooms.

READING

One of the most important tool subjects within the elementary school curriculum is reading. Within the ungraded classrooms children should be helped to whatever mastery of this subject they are capable of attaining. However, there are some major differences in the teaching of reading to the mentally retarded. Authorities on diagnostic and remedial reading state that the following should be considered before launching an instructional program:

1. The security of the child, which has usually been shattered by periods of constant failure before his placement in an ungraded room, must be re-established.
2. New reading interests should be created since inability to comprehend the printed symbol may have contributed to a loss of interest in and a desire for reading and may have resulted in frustration or certain other inhibiting factors.
3. It may be necessary to redirect attitudes towards reading into favorable channels.
4. Reading periods should be extended and prolonged with great variety of presentation included in the reading periods.
5. Primary materials and readers are of little interest to a twelve- to sixteen-year-old child; they have been written for the child of six- to seven-years. Although the retarded child's comprehension of content and mastery of technique may be poor, his interests have carried him beyond the stage of fanciful stories of animal characteristics and other childlike stories. Oftimes even illustrations of the third and fourth grade levels are not suitable to the physical development and social experience of many slow learning children, especially those in our advanced ungraded rooms. As a result, reading sit-

uations for retarded readers must be adult in presentation and commensurate to their psychological and social age, remaining at the same time within the child's scope, ability, and mental capacity. Finally they should be presented repetitiously, yet in a myriad of ingenious learning situations.

PRE-READING ACTIVITIES

Despite the fact many retarded children may be well past a chronological age of six years, certain activities related to the reading process should be developed in order to achieve readiness for reading. It is even profitable to review all pupils occasionally on certain mechanics concerned with the reading process even though they may have been exposed to some reading experiences. Enlivening exercises and activities are suggested under Language Development for developing certain phases of the readiness program.

LANGUAGE DEVELOPMENT

Learning to read involves an understanding of the English language. Mentally retarded children oftentimes come from meager, unstimulating environments and consequently, for the most part, are deficient in language ability. Catherine Chipman in "The Vocabulary of Mental Defectives"⁴ studied the vocabulary of older mentally deficient children and concluded: "One point seems self-evident that the sub-normal individual without guidance functions far below his apparent mental capacity in his handling of words and the spontaneous expression of ideas."

Samuel Kirk in "Reading Aptitudes of Mentally Retarded Children"⁵ found that this group was deficient in sentence structure and length. In view of the deficiency in language ability found in mentally retarded children, it appears vitally important that considerable training in language usage be given.

The teacher might well:

1. Encourage discussion. Use problem situations involving real life activities which are a part of the children's everyday experiences:
The family pet
Last summer's picnic

Our family at Riverview
The minister at our church
Church activities
The new baby in our block or family
Sister's boy friend
A humorous neighbor

2. Develop experience chart readings centered around some of these discussions.
3. Provide numerous opportunities for pupils to discuss their interests. If it appears they have few or are particularly shy, motivate discussion by focal points:
Your after school job
Your favorite radio serial
Your best friend and why you like her or him
Your favorite sport or form of recreation
Your favorite TV and radio program
Fashions which appeal to you
Vocations you'd like to work in
Your favorite foods or recipes
Your craft and shop project
4. Read an abundance of stories to the class, referring to such indexes as *Children's Catalogue*,⁶ *Subject Index to Books for Primary Grades*,⁷ and *The Right Book for the Right Child*.⁸
5. Utilize illustrations in current magazines as well as encyclopedias, the *World Book*⁹ and various volumes of *Childcraft*¹⁰ to encourage picture reading and provide reading incentive.
6. Include a unit on "Telephone Conversation."
7. Play radio announcing with a toy microphone.
8. Encourage creative dramatization, which may aid in the clarification of concepts and understandings.

Pennel and Cusack in *The Teaching of Reading for Better Living*¹¹ list a series of activities which can be carried on in the classroom and which tend to develop language ability in children. These activities are good for acquiring a rich store of

⁴American Association on Mental Deficiency, April, 1935.

⁵*Ibid.*, XLIV, No. 2, May, 1937.

⁶A book list containing analytical entries. New York: H. W. Wilson Company, 1930.

⁷By Eloise Rue. Chicago: American Library Association, 1940.

⁸By the American Library Association. New York: John Day Company, 1933. Third Revision, 1942.

⁹Chicago: Field Enterprises, 1949. Eighteen volumes.

¹⁰*Ibid.* Fourteen volumes.

¹¹Boston: Houghton Mifflin Company, 1935. Pp. 469.

meanings and for clarifying innumerable concepts. Briefly stated they are:

1. Securing and caring for a pet
2. Planting of a tree, plant, flower garden, or making a window box
3. Group listening to stories, musical programs, and other educational radio programs during the school day; discussing them, illustrating them, and finally interpreting the illustrations to the class
4. Planning a field trip or a room exhibit
5. Planning a room or school assembly program
6. Planning a small project to subsidize the various school collections: Red Cross, Community Chest, or Thanksgiving Fund
7. Planning a small social service project for an ill class member, an aged person in the community, or an orthopedically handicapped child
8. Providing sufficient manipulative experiences with crayons, charcoal, poster paints, clay, puppet materials, and wood, paper, or leather

Oral expression can be ameliorated also through pictures contributed by the children. Usually they represent interests and experiences which are commensurate to their age pattern. These may be described and interpreted. New sensory words, and ones of description and action may be introduced.

SENTENCE AND IDEA MEMORIZATION

Reading not only involves language use but also processes calling for sentence and idea memorization in logical sequence. Again the teacher might:

1. Utilize dramatic play in acting out stories that have been read to the class as well as in creating original ones.
2. Utilize dramatic materials based on subjects the children are constantly hearing about. Well known events from the lives of real or fictional characters, such as Washington; Lincoln; Edison; Benjamin Franklin; Betsy Ross; Daniel Boone; Clara Barton; Buffalo



Purposeful Games Develop Social Attitudes and Skills

Bill; Wild Bill Cody; Bird Woman; Gene Autry; Brenda Starr; Priscilla Alden; the late President Roosevelt; Mrs. Roosevelt; Princess Elizabeth; Generals Eisenhower, MacArthur, Lee, and Washington; Joe Louis; Jackie Robinson; Churchill; and the Truman family are only a few interesting characters.

Intellectual values may also be gained from dramatic interpretations of a good citizen; a bad citizen; Indian guides; Betsy Ross making our flag; fashion modeling; community helpers at work; people on various jobs; scientific elements, such as wind direction, rain, falling stars, and snow storms. Dramatic activities usually meet with eagerness and provide for some thinking and a good deal of spontaneity.

Exercises and games which involve sentence repetition of increasing complexity are as valuable devices as are learning directions for games, classroom activity, and general school routine.

VISUAL MEMORY AND DISCRIMINATION

Learning to read involves the processes of visual memory, or remembering things previously seen, and visual discrimination, or seeing similarities and differences in words. Activities specifically planned to develop visual perception include:

1. Sorting, into piles, pictures of the various members of the family, summer clothes and winter clothes, seasonal recreation, people at work or play, various activities or symbols of the holidays, modes of travel, furniture for various rooms of the house, city life and country life, animals, birds, insects, fish, and geometrical figures.
2. Arranging, by order, graded sizes of circles, squares, triangles, oblongs, toys, hats, fruits, leaves, trees, buttons, and houses.
3. Matching games for seeing similarities and differences.
4. Pointing out likenesses and differences within the classroom, school, and neighborhood. Pointing out likenesses and differences between people's height, weight, color of hair and eyes.

Seed catalogues, Alden's, Ward's, and Spiegel's catalogues provide materials for perception activities.

AUDITORY MEMORY AND DISCRIMINATION

Learning to read requires auditory memory and discrimination. Many retarded children are deficient in these aspects. This is exhibited by their forgetfulness of directions given to them, and statements made to them, and confusion of statements and words used by them. Since reading involves the auditory function through remembering things heard and in making discriminations between similar things heard, it is important that the teacher include this function in the readiness program. Games again are an excellent device. In fact, purposeful games can not be overemphasized as a teaching device for either normal or slow children. Not only do they promote learning, but they give opportunities for socialization, a feeling of belonging, and provide a stimulating influence. "Gossip Line," "Communication," "Where or Whom," "Blindfold Boy," "Potatoes and Corn," "Codes," and "Take an Order" are only a few.

Music, too, has unlimited possibilities as do simple choral speech, poetry, rhymes, and dramatic play. Singing games and listening to musical programs, such as the Board of Education Program "Music Appreciation," are particularly helpful in training the ear. Music increases careful listening and also develops auditory functions. Rhymes and poetry are a delightful method of developing auditory discrimination, serving at the same time many other educational purposes. *Mother Goose* has unlimited possibilities not only for developing hearing perception but for developing innumerable other concepts necessary for learning.

ENUNCIATION AND PRONUNCIATION

Christine Ingram states that 12 to 13 per cent of mentally retarded children have speech defects as compared to 2 or 3 per cent found in the regular grades. Inadequate enunciation and pronunciation is common among retarded children.

Speech and reading are closely related. Marion Monroe¹² found a relationship between difficulty in learning to read and speech defects. Suggestions which the teacher might follow for development of his facet of pre-reading are:

1. Continuous emphasis on correct enunciation and pronunciation within the classroom
2. Formulation of methods based on the articulatory errors made by the group as a whole
3. Utilization of games, such as "Polly Parrot," and the speech cards
4. Speech exercises which may also be correlated with word recognition and phonetic training
5. Choral verse speaking, and group reciting of appealing poetry

Children with marked speech defects which can not be corrected by the classroom teacher should be referred to the speech specialist in the school.

MOTOR ABILITY

The teacher may successfully develop motor abilities and kinesthetic perceptions independently through such class activities as:

1. Handwork
2. Feeling games and feeling activities
3. Creative arts
4. Writing and tracing in clay or corn meal
5. Cutting shapes and patterns
6. Playing "pick-up sticks" and Chinese checkers or any games which provide manipulative experiences

LEFT TO RIGHT DIRECTIONAL TENDENCY

Incorrect eye movement may often deter successful reading. Some activities which may aid in the development of correct eye movements include:

1. Development of story sequences by pictures placed progressively on a table, desk, or blackboard ridge
2. Laying out of a series of articles from left to right
3. Drawing of objects from left to right
4. Swinging arms to music from left to right
5. Following the course of a train, football, baseball, sewing machine, needle, train or any moving object from left to right

A summary of activities necessary for preparing a mentally retarded child to read include:

1. The development of adequate usage of language so that the child will comprehend what he is reading. Learning is easier if reading has meaning.
2. The development of memory for sentences and ideas. Reading involves thinking.
3. The development of visual memory and the ability to discriminate visually. Reading involves remembering things seen and an ability to discriminate between visual symbols.
4. The development of auditory memory and the ability to discriminate between auditory symbols.
5. The development of correct enunciation and pronunciation since learning to read is related to accuracy in speech.
6. Development of the ability to make the habitual return sweep and a development of oculo-motor co-ordination.

Mentally retarded children learn at a slow rate; therefore all learning activities must be presented gradually. Constant use of repetition must be employed and a variety of materials within the interest span and special development of the group must be continuously presented.

TEACHING READING

Samuel Kirk states that methods of teaching beginning reading fall into several categories. Three of the most important are (1) the natural method, (2) the incidental method, and (3) the systematic experience method.

The systematic experience method of teaching reading is the most commonly used and the most valuable. It utilizes the experience and vocabulary of the child in teaching him to read. Reading then has more meaning since words familiar to the child are used. An approach to this might mean a situation such as a trip to a Major League ball game. The following day the teacher might ask, "Where did we go yesterday?" The answer might be, "Our class went to a Major League ball

¹²*Children Who Cannot Read*. Chicago: The University of Chicago, 1932. Pp. 201.

game." Other direct questions related to the field trip might be asked, such as "Who were the teams?" The class might then proceed to tell their experiences while the teacher writes them and thereby introduce a new way of telling stories. The finished work might look like this, with each sentence directly related to the immediate experiences of the group:

Our class went to the Cubs Park.
The Cubs were playing the Brooklyn Dodgers.
Many people were there.
Men were selling good things to eat.
We liked the well-kept diamond.
There were nine men on each team.
During one inning three men struck out.
People roared several times during the game.
The umpire calls strikes and balls.
Jackie Robinson hit a home run.
The whole game was fun. We want to return some day soon.

After the chart has been up several days and has been read and re-read, it may be cut up into sentences, then phrases, and finally into words. Follow-ups to this method may include:

1. A class bulletin board on which are placed newspaper and magazine pictures and clippings and stories directly related to the chart story of the class
2. A good news corner
3. Motivated word games
4. Building pictures from the various experience chart stories
5. Making word books from new and old words which are the result of the class chart readings
6. Teacher-made puzzles that contain familiar vocabulary

Purposeful, objective, well-planned seatwork, like games, can not be overemphasized. Some objectives for retarded children should include those activities which provide for:

1. Eye training
2. Development of comprehension
3. Ability to follow directions
4. Ability to discriminate visually

Since older retarded children like reading materials with such elements as

surprise, action, humor, suspense, and dramatic activity, these things should be included in the reading materials whenever possible. It has been discovered that the majority of boys like reading matter which includes:

1. Funny books and papers because of their humor, suspense action, mystery, and illustration
2. Sports because they provide excitement and opportunity to participate or identify
3. Types of travel and communication
4. Automobiles of today
5. Big cities because of their fascination and vastness and because they are the locale of innumerable TV, radio, and movie stories
6. Mystery and detective subject matter, because of the suspense, awe, and excitement involved
7. Science because it surrounds us

For similar reasons the interests of the majority of girls lie in:

1. Funny books
2. Fashions
3. Homemaking
4. Social relations
5. Sports

Reading, we must agree, is a difficult skill for the mentally retarded to acquire; yet it is necessary to encourage them to assimilate whatever they can. Our society is a reading society and it is helpful if every individual can read to some degree. There are common signs which are expedient in daily living; a few are:

STOP	ENTRANCE
GO	BE CAREFUL
CAUTION	POISON
BEWARE	DANGER
TOILET	EXIT

Ability to read for information — want ads especially; reading for amusement — shows, sports, funnies, cartoons; and reading for protection all fulfill a definite need. If mentally retarded children are to have the feeling of security and belonging to our society it seems imperative that they be helped to whatever mastery they are capable of attaining.

TEACHING READING THROUGH BOOKS

The teaching of reading to mentally retarded children through the use of books designed for the average child presents a difficult problem, as has been stated. The content is too immature; the vocabulary may often be quite difficult. The introduction of too many words imposes a heavy burden. However, since books have to be introduced at some period there are important factors which should be kept in mind:

1. A portion of the vocabulary used in the book should have been presented so that some reading facility may now be experienced.
2. Chart reading, reading from pupil-prepared books, and blackboard reading must be continued.
3. Accuracy rather than speed should be emphasized.
4. Collateral reading materials must be integrated with book reading experiences.
5. All reading materials should be presented in conformity with the psychological process of reading. Children first perceive whole sentences as blocks and gaps. To progress in reading they must learn details of sentences and words. Innumerable methods must be employed in order to develop these techniques.

DEVELOPING READING EFFICIENCY

Later, as the children learn to read independently, they must be taught a method of recognizing words. The mentally retarded are unable to make considerable generalizations and inferences. They must have guidance and instruction in learning to recognize words. The principles for developing word recognition abilities are much the same for slow pupils as for normal ones. One of the main differences is that the retarded require special help and additional practice in acquiring these abilities. It must be kept in mind, however, that few phonetic technicalities can be utilized with this group since their retention span is relatively short.

Among the most important methods of word recognition as emphasized by leading authorities on reading are:

1. Recognizing words through context clues
2. Using of structural and phonetic analysis
3. Providing an abundance of oral purposeful reading

The aim of reading is to understand and evaluate what has been read. Too much stress on word recognition and reading efficiency may overshadow the main purpose of reading. Reading should foster an attitude of interest in and an understanding of the material.

There are numerous methods of remedial instruction. Some have been applied most successfully to children who are slow in learning ability. Fernald¹³ has utilized a kinaesthetic factor in teaching reading. Her method consists of word tracing. Monroe¹⁴ utilizes a phonic approach for alleviating some types of reading defects. Gates¹⁵ employs a method of remedial instruction for extreme cases of reading disability which consists of visual approach to word recognition. A picture word association technique is emphasized and materials of various types which are designed to foster constructive, artistic, dramatic, and other illustrations are employed. Lastly,¹⁶ Hegge-Kirk provides a phonetic technique which demonstrates, like the others, that the mentally retarded children can profit significantly from remedial instruction.

¹³"The Effect of Kinaesthetic Factors in the Development of Word Recognition in the Case of the Non-Reader." By Grace M. Fernald and Helen Keller. *Journal of Educational Research*, December, 1921. Pp. 355-377.

¹⁴"Remedial Reading." By Marian Monroe and Bertie Backus. Boston: Houghton, Mifflin Company, 1937. Pp. 171.

¹⁵*The Improvement of Reading*. By Arthur I. Gates. New York: The Macmillan Company, 1935. Pp. 668.

¹⁶*Remedial Reading Drills*. By Thorleif G. Hegge, Samuel A. Kirk, and Winifred Kirk. Ann Arbor: George Wahr Company, 1936. Pp. 58.

Books are the treasured wealth of the world and the fit inheritance of generations of nations. — Thoreau

YOUR CHILDREN AND NON-MEDICAL DRUG ADDICTION

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THE problem of drug addiction, particularly among minors and children of school age, merits the attention of every parent, educator, and adult. The rate at which the increase in non-medical drug addiction has apparently skyrocketed constitutes a threat to the general welfare of our country. Before this menace can be effectively combated, it is necessary to know (a) what it is, (b) how it is produced in minors and juveniles, and (c) what can be done to eliminate it.

A narcotic is a drug that relieves pain, produces torpor or sleep, and, in large doses, causes coma and even death.¹

WHAT IS DRUG ADDICTION?

The Committee on Drug Addiction of the World Health Organization has defined the condition as follows: "Drug addiction is a state of periodic or chronic intoxication detrimental to the individual and society, produced by repeated consumption of a drug. Its characteristics include: (1) An overpowering desire or need (compulsion) to continue taking the drug and to obtain it by any means. (2) A tendency to increase the dose. (3) A psychic (psychological) and sometimes a physical dependence on the effects of the drug."² *The development of means to continue the use of the drug becomes an important motive in the addict's existence.*

This tragic demoralizing consequence of non-medical drug addiction is the reason why an increase in crime accompanies an increase in addiction in a community. It is well known that the addict is capable of vicious and loathesome actions either when craving or when under the influence of certain drugs. Authorities agree that a substantial proportion of crimes commit-

ted for money — burglary, robbery, purse-snatching, strongarming, shoplifting, prostitution, and murder — are perpetrated by addicts under the influence of drugs such as marijuana and cocaine. In Chicago where much is known about the drug traffic because of the activities of the Chicago Crime Prevention Bureau, it is conservatively estimated that \$15,000,000 worth of property is stolen annually by drug addicts.

Of course drug addiction is a *disease* after it has once been produced; but *non-medical drug addiction* starts solely as a *vice*. It starts when the potential victim has a free choice to use it or not to use it. Some people are more susceptible than others, just as some people are more susceptible to poisons and infections than others. If the person chooses to use it then he will become an addict depending on how often he repeats, and on his susceptibility. In the case of morphine, five injections will cause a craving in the most susceptible and twenty-five or thirty in the most resistant. If the patient suffers severe pain, then more injections are required as a rule.

ADDICTION IN MINORS AND JUVENILES

Through the questioning of hundreds of youthful addicts, and the study of additional hundreds of case histories, the road leading to drug addiction and its accompanying degradation has been clearly charted. Non-medical drug addiction starts because of the basic desire of a person to become identified favorably with a group. This desire is a source of goo-

¹Modern Police Work Including Detective Duty. By James J. Skehan. Brooklyn: R. V. Basuino, 1939. P. 15.

²"Theories of Drug Addiction." By A. L. Tatum and M. H. Seevers. *Psychological Review* 36: 447-47.

a source of evil. It can be used to build good moral character and conduct or to make criminals and delinquents. Hence, non-medical drug addiction begins during those unsupervised hours which minors and children spend outside the home and schoolroom, where the influence of parents and educators is at its lowest ebb. It begins when bad companions, a bad environment, and unsupervised recreational activities exert their greatest influence. It is when conscientious parents, educators, and an upright community are not alert that the seeds of moral and physical tragedy most frequently take root and are cultivated. It is under such conditions that minors and children are seduced to become victims, salesmen, and slaves of the vicious traffickers in drugs.

The first step toward drug addiction is the smoking of marijuana cigarettes or "reefers" in the atmosphere of unsupervised recreation. Case histories reveal the most invariable progression from "reefer" smoking to heroin addiction. Unfortunately, uninformed parents, educators, and law-enforcing officers contribute to the development of addiction because they minimize the demoralizing effect of marijuana smoking. They have been misled into believing that marijuana is not addictive, because it does not uniformly cause a mental and physical dependency.

Marijuana — Indian hemp, cannabis indica — is not only dangerous as a stepping stone to the use of more serious addictive drugs but also because of its action on the individual. It stimulates sexual impulses and perceptions with an accompanying release of all inhibitions. It may excite violent emotions and decrease the ability to control the consequent actions. It frequently precipitates violent, irrational, and dangerous behavior to the level of temporary insanity. Marijuana has been termed the "tonic" of the underworld because it promotes a lack of fear and a contempt for law and order. In fact, more crimes of violence are now being committed by persons while under the in-

fluence of marijuana than while under the influence of heroin, cocaine, or morphine.

The marijuana smoker develops tolerance or finds it to be necessary to smoke more and more "reefers" to obtain the desired effect. A psychological craving and a tolerance has been developed which makes the next step to heroin easy and necessary. The only way the desired effect can be obtained is with some stronger narcotic such as heroin.

Heroin is a derivative of the poppy plant. Opium, morphine, and codeine are also derived from the poppy plant. Opium and codeine are addicting drugs, but they are not as addictive as heroin and morphine. Crude opium contains morphine, heroin, and codeine. Morphine can be treated chemically to produce heroin. Morphine and codeine are used cautiously by physicians to allay pain. Heroin is not used today for this or any other purpose by physicians so there is no commercial outlet for heroin; it is, therefore, smuggled and made available for illegitimate use. It is more potent than morphine, so that a smaller weight goes farther; only *three to five doses* are required to produce a craving. Thus, from the viewpoint of the vicious sycophants who would make money out of the production of drug addicts or slaves to drugs, heroin is ideal because there is no other use for it, a little goes a long way, and it produces addicts very quickly. This is shown by the fact that in Chicago in 1951 among 7,000 persons arrested for possession of narcotics, 60 per cent were addicted to heroin, 30 per cent to marijuana, and 10 per cent to other narcotics. Other large cities have experienced approximately the same percentage of heroin addiction.

Heroin is taken in several ways. It may be "sniffed" or "snorted" into the nostrils; it may be injected under the skin; or it may be injected directly into a vein which is called "main-lining." Sniffing of heroin produces sores in the skin of the nostrils. Many addicts develop small abscesses in the skin because they use dirty water for

dissolving the heroin and dirty medicine droppers, syringes, and needles for making the injection.

There are two kinds of peddlers of dope, the non-addicted and the addicted. The "big-shot" or the man who produces and distributes large lots of dope is too clever or smart to be an addict; he is interested only in making "big money." The little peddler must produce addicts to "feed" his own addiction and the greed of his boss. Today the little peddler is frequently a teenager or even a juvenile.

An addict is produced commercially as follows: The addicted peddler visits a hangout where marijuana is being smoked. He knows that the marijuana smoker generally desires something stronger after from two to four months of smoking. The peddler offers some "stuff" with a greater kick, usually free of charge. And, after two or three free trials, the "sucker" looking for a "bigger thrill" is "hooked." Some peddlers do not depend on marijuana smokers as prospective addicts. They visit an unsupervised party of minors and tell them that they have a new thrill which they may try free of charge. After the prospect receives three or four sniffs or injections, free of charge, a craving for the "stuff" is formed and he will steal or do anything to get it. As a rule, the peddler has an easier time getting his prospective victim to take a "sniff" than an injection. But it is not long before the "sniffer" graduates to the needle and then to intravenous injection or "main-lining."

This means of commercially producing addicts among minors has proven to be very effective. In 1940, in Chicago, it was rare to find a minor who was a drug addict. In 1950, out of 4,500 arrests for possession of narcotics approximately 25 per cent were under twenty-one years of age, and many who were over twenty-one started when they were minors. In 1951, 60 per cent were between seventeen and twenty-five years of age. Other large cities have had a similar appalling experience.

Many people do not know the extent to which dope addiction among youth increased in our country during recent years. In fact, some authorities have publicly stated that it looks to them like a fashion, such as smoking and drinking. Too many people do not realize that dope addiction is a form of dissipation which ultimately leads to moral, mental, and physical deterioration. Many youthful addicts will state that they would even commit murder to gratify their mental and physical craving for the "stuff."

HOW TO ELIMINATE THE DOPE TRAFFIC

To eliminate this condition in society, it is necessary to prevent the formation of new addicts and to provide care for those who are now addicts. To prevent the formation of new addicts the source of supply must be found and cut off. Unfortunately, the smuggling of heroin into our country is not easy to abolish, but it can be made much more difficult. The non-addicted and addicted peddler can and should be arrested and given long term sentences. Furthermore, addicts who do not peddle must be incarcerated, because they will become peddlers if the regular peddlers are placed in jail. A special court has been created and a special prosecutor has been assigned to handle cases of drug addiction because of the specialized knowledge and experience required to do this work most effectively. More stringent laws, which would incarcerate for life the peddler who repeats the offense, are required in some states.³

The public will have to be educated to support the law enforcing officers. Conscientious law enforcing officers can not enforce the law unless their enforcement activities are supported by public opinion. The state laws requiring that instruction about the dangers of narcotic education be given should be enforced. Teachers must be instructed what to teach. This teaching can and should be reinforced by a well conceived moving picture. The teachers,

³Illinois has a splendid new law

however, can not effectively provide such instruction unless it is supported by the school administration and the parents.

Parents must also be instructed. Addicted children first begin to request more and more money from parents and relatives. They give most elaborate reasons why they require more money. If money is unobtainable in this manner, they turn to petty thievery around the home, then to the neighborhood stores, or become salesmen or "pushers" for dope bosses, and finally they run the full gamut of criminality.

When parents and teachers discover addiction they should report it to authorities immediately. When misguided adults conceal the fact of addiction because of shame and the fear of publicity or because they erroneously believe they can treat their own children, they remove from law-enforcing agencies the power they need to find and prosecute the peddler who made an addict of their children or students. The worst thing a parent or teacher can do is to shield the youthful addict; he requires treatment, and the sooner he gets it the more likely a cure is possible.

The chances of cure in the youthful addict who has just started is very good, provided appropriate treatment is given. This must be followed by a change in companions and environment. Those youths who have been addicted for several months will be difficult to cure, but after the treatment they too should receive reha-

bilitation. This rehabilitation and social follow-up should be provided for addicts who have taken treatment to help prevent them from relapsing.

The third-time repeaters have little hope for a cure. The percentage of cures in this group is not greater than 2.5 per cent. These people definitely suffer a mental disorder and are dangerous and unfit members of any community.

Of course, research should be conducted to find a cure for these victims of a vice which has led to a mental disease. But, until a cure is found, they should be committed to a farm where they should work and produce the cost of their upkeep.

To prevent this sabotage of our youth and country, since its threat can pyramid rapidly, religious and secular educators and law-enforcing officers must perform their full duty. But, they must be heartily supported by conscientious parents, by parents who realize that their children or grandchildren may be next; by parents who teach that it demonstrates strength of character for a youth to refuse to "follow the leader" along the wrong path. And, finally, and most importantly, law-enforcement officers must be supported by parents who are willing to recognize and act on the fact that dope addiction among minors at the present time in our larger cities is not confined to certain underprivileged areas and that it has been spreading to all areas and income groups.

Even if today we cannot gain acceptance for some salutary verity, we must not, on that account, cease to try to do so. We must strive all the harder to open the door for it tomorrow. — Heinrich Pestalozzi

WORLD HORIZONS FOR CHILDREN

LEONARD S. KENWORTHY¹

BROOKLYN COLLEGE



“THE elementary school which contributes most in the next generation will be the one which prepares students for the world community while giving them roots in the local community.” This is the penetrating comment with which the Educational Policies Commission concluded the volume *Education for All American Children*. Yet, curiously enough, they did not spell out ways and means of implementing this trenchant statement. Difficult though that task may be, the writer is daring enough to suggest some ways in which our schools may move in the direction of preparing children for the revolutionary world in which they seem destined to live. His comments are confined to some general statements regarding the world. He is aware, however, of the fact that no education for world-mindedness can be carried on successfully

unless it is based upon the development of secure, integrated boys and girls who are at home in their family circle, their friendship group, their school, their local community, and their nation. Education for world-mindedness must not wait until children are secure in these groups but, to be successful, it must be based upon the security of belonging to these basic human societies.

Stated as compactly as possible, there

¹Dr. Kenworthy has had considerable experience abroad, having travelled in twenty-two foreign countries. In 1940-1941 he was in charge of the Quaker International Center in Berlin, aiding refugees. For the first three years of UNESCO he was program specialist in education for international understanding. He has participated in surveys of education for UNESCO in Greece and for the Legislature of Puerto Rico in that island. He has likewise been on the staffs of two international teacher education seminars: in Paris in 1947 and in New York in 1948. He is author of *World Horizons for Teachers*, published by the Bureau of Publications, Teachers College, Columbia University, in February, 1952.

seem to be at least five basic aims or concepts in any program for broadening the horizons of boys and girls:

1. The world is composed of many kinds of people similar to us in many ways and different in others.
2. People are affected by their environment and their education; they learn what they live.
3. People live in countries which are also alike and different.
4. People and countries are interdependent.
5. Countries have their quarrels but countries, like people, are trying to learn to live together peacefully.

On the surface this may seem like over-

simplification, but each of these concepts is pregnant with teaching possibilities. To teach any one of them will require far more skill and far broader views than most teachers now possess. Taken together they will demand a new type of teaching to prepare pupils for the changing, chaotic world of the second half of this twentieth century.

TEACHING BASIC CONCEPTS

Let us look briefly at each of these, sketching in thin pencil lines the general outline of what might be taught under each of the five topics, leaving it to the skill of each teacher to fill in with bolder



Baltimore Children Assemble Correspondence Albums for Aamori, Japan

strokes the methods for his or her particular class.

1. One task of the elementary school teacher is to introduce children to a variety of the world's people. Through games, songs, stories, films, and other devices the teacher should help children to know and respect a wide variety of the two billion and more people who are their neighbors on this planet. Boys and girls need to realize that the United States is only one part of the world, albeit an important part. They need to realize eventually that they, as Americans, are in a minority in the world and that they have to learn to live with all kinds of people. Teaching on this topic should stress the similarities and the differences between people, helping children to understand that the variations among people of the world can be an enrichment, just as it is in their families, classrooms, and communities. At the same time they should learn that biologically there is very little difference. Children and adults of the world all need food, clothing, shelter, warmth, recreation, education, religion, and government even though there may be great differences in the ways of meeting these basic needs.

2. The idea that people are affected by their environment and their education, used in the broad sense of that term, is a second concept which can be stressed successfully in the elementary schools. In the past it has been thought necessary for children to study the warm, humid countries, or the cold, dry countries in order to understand this idea. This seems to be an impractical way of studying the effect of environment on people; any country being studied illustrates this point, whether it be Iran or Egypt, Korea or China, Brazil or Chile. It is not easy to combat the idea that the Chinese or the Russians, the Germans or the French, the Hawaiians or the Filipinos are born different from us. Perhaps one of the easiest ways of illustrating this point is through language. Children can see fairly readily that if they were born in Quebec they would probably speak French; if born in the United States they would probably speak English. It can be a fascinating and valuable experience for children to develop this concept by being imaginary inhabitants for a period of days or weeks of Norway or Egypt and discovering what they would do to adjust to their new environment. In the process a basic geographical concept should be developed, critical thinking should take place, and a good measure of empathy



Photograph by J. Warren Southwick

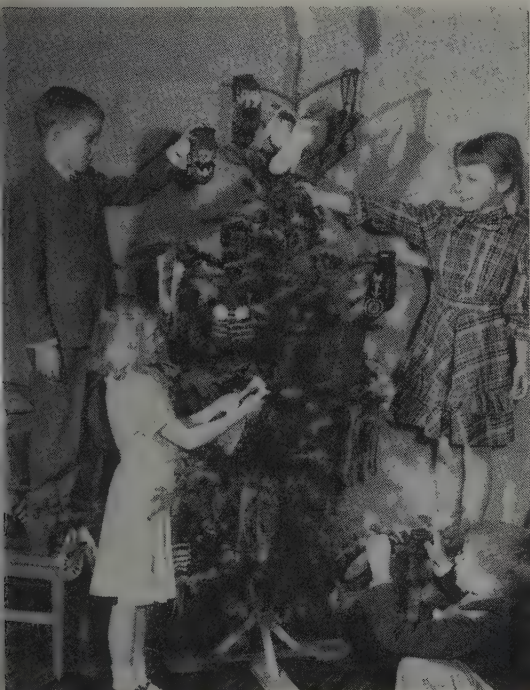
Grand Rapids Children Pack Overseas Boxes

- for the people of other environments should develop.
3. Quite early children need to develop an elementary knowledge of countries; this is not easy. Learning to locate countries on a map may be an important part of the process, but it does not mean that children understand what a country is. Even adults have difficulty understanding what binds a diverse group of people together, whether it is in Switzerland, Hawaii, India, the U. S. A., or the U. S. S. R. Nevertheless, to live in today's world one must have some idea of the variety of countries and such uniting factors as common traditions, symbols, some common ideals or goals, and some general agreement about the form of economic and governmental life. Starting with their own nation, children can be led gradually to understand a little about the concept of countries. Probably the study of small, relatively simple countries will help children in this regard, particularly if these countries are somewhat similar to the United States. The study of England, New Zealand, or Australia is a good place to begin rather than India, China, or the U. S. S. R. This does not mean that these other nations will be ignored in the early grades, but it does mean that no intensive study of them as nations will be made before the fifth or sixth grades.
 4. Quite early children can learn about the interdependence of peoples and countries. Studies of food, clothing, transportation, games, and a score of other popular units for elementary schools lend themselves to the development of this concept. "Surveys" of the products in the nearby drugstore or grocery, or the destination of goods from

the local factories, and of architecture in the local community will help to give children some appreciation of their interdependence with other peoples and countries. With older children the contributions of nations to world culture, the daily current events, and the biographical approach may help to develop this concept.

5. Most of the histories still stress the quarrels among nations. To read history one would think that people did little else but fight. It is certainly true that a large portion of man's energies, money, resources, and thoughts have been concerned with fighting. That is one side of history. But teachers need, also, to show children and have them discover that men and women have been successful in the art of living together. Children need to learn about co-operation as well as conflict — the peaceful separation of Norway and Sweden, the undefended border between the United States and Canada, or the achievements of the United Nations.

Alert teachers will find many opportunities to help their pupils understand these five concepts. Through incidental



Courtesy Rochester Times-Union

Mitten Tree Project

teaching; through current events; through topics, broad themes, or units which include material on other parts of the world; through special topics or units based on other parts of the world or on themes which include several countries; and through hobbies children may be guided in their growth towards world-mindedness. Teachers should bear in mind the findings of social scientists on attitude formation and change. They need to remember, for example, that information which is discovered by children is far more likely to be retained than information that is imparted. Full use should be made of films and filmstrips, dramatic play and socio-drama, and creative work of all kinds as a means to furthering world-mindedness. Wherever possible, personal contacts with carefully chosen peers and adults should be encouraged as a means to broadening the horizons of boys and girls. The existing knowledge of how to help people form and change their attitudes is extensive and should be applied in any effective program of education for international understanding.

RESOURCES

Finally, teachers need to avail themselves of the best resources in this relatively new field of education for world-mindedness. One of the most helpful, brief accounts prepared for teachers is the booklet by Delia Goetz, *World Understanding Begins With Children*.² Two bibliographies which should prove useful are *Aids to World Understanding: For Elementary School Children*³ and *Developing World-Minded Children: Resources for Elementary School Teachers*.⁴ Among the many series of books for children are the *World Geography Readers*,⁵ *Children of the World Series*,⁶ *The Land*

²Washington, D. C.: U. S. Office of Education. 15 cents.

³By Eva M. Dratz. Minneapolis Public Schools. 50 cents.

⁴By Leonard S. Kenworthy. Brooklyn 10: Brooklyn College. 30 cents.

⁵New York 18: Charles E. Merrill Company.

⁶Evanston: Row, Peterson and Company.

*and People Series,*⁷ *Made In Series,*⁸ *Let's Read About Series,*⁹ and *Adventure in Series.*¹⁰ Teachers can also receive much help from such organizations as the American Association for the United Nations, the World Affairs Council, the Foreign Policy Association, the U. S. Office of Education, the Pan-American Union, the Committee on International Relations of the National Education Association, and many other organizations interested in world affairs.

Yes, "The elementary school which con-

tributes most in the next generation will be the one which prepares students for the world community while giving them roots in the local community" and may the writer add "nation." And the elementary school teachers who contribute most in this current year and the years ahead will be those who themselves are constantly broadening their horizons and helping boys and girls to do the same.

⁷New York 11: Holiday House.

⁸New York 22: Alfred A. Knopf.

⁹Grand Rapids 2: Fideler Company.

¹⁰New York 18: Julian Messner, Inc.

VITAL EXPERIENCES THROUGH EXCURSIONS

MABEL G. HEMINGTON

MANN SCHOOL

IF you had stepped into my 1A room the morning of January sixteenth, you would have found the children sitting with their wraps on discussing fish. It sounds rather odd but it really wasn't at all. Interest in this subject began two days before when my practice student brought an empty aquarium, sand, water, plants, two goldfishes, and a snail. With a small committee of children she set up the aquarium, explaining to the group the reasons for having the plants and the snail. The children were fascinated as they always are with living things.

"Do all fish swim under water?" they asked.

"Why is one goldfish darker than the other?"

"Won't the fishes eat the snail?"

"What is that cut on the side of its head?"

Realizing that this was an opportunity too valuable to ignore, I asked, "How can we find out more about fish?"

"Ask our mother," answered one child.

"Look in a book," suggested another.

The one child said, "At the Aquarium downtown they have lots of fish. Maybe we could find out there."

When I asked how many children had ever been to the Aquarium, I was surprised to see only twelve hands raised. I was decided, then, that the whole group should go.

Arrangements were made with the bus company to call for the group at 9:15 and return them to school by 11:45; the cost of ten dollars was to be divided between the forty-two children.

PREPARING FOR THE TRIP

When children discuss what to look for before they take a trip, they learn much more from the experience. In the two days between the first discussion and the excursion I eavesdropped on children's conversations as they observed the fishes in the small aquarium on the science table. What was heard gave clues as to their concepts. At other times group discussions were guided so that questions would be formulated. Care was taken to see that the children understood the difference

between guessing and really knowing the correct answer.

This was the day of the excursion! As the children sat with their wraps on, waiting for the arrival of the bus, the practice student wrote on the blackboard these questions, which were uppermost in their minds:

How big is the biggest fish?
How small is the smallest fish?
Are all fish the same color?
What fish has a long nose?
Is there a whale in the Aquarium?
Is there an octopus in the Aquarium?
The children went with a purpose.

I regret that all of the comments made by the children while we were at the aquarium were not written down. I was busy going from one to the other calling their attention to certain phenomena, answering questions as well as watching for mittens, caps, and scarfs which the children might drop in their self-forgetful interest in the fish. However, some of the comments were:

"He swims like a roller-coaster," said David as he pointed to a moray.

"I don't believe in those things with a lady's head and a fish's tail. What do you call them?" said Alan, beginning to distinguish between fact and fiction.

"Some fishes are named after animals like 'lionfish' and 'sea-horse'," commented Judy.

Dianne pointed to a tank with growing plants and unusual rocks and said, "This tank has pretty scenery."

Shelley called her partner's attention to some fishes with large, lacy fins, saying, "Look at the wings on these."

Carl was impressed with the shark. "Look at all those gill-slits," he said.

As Donald was leaving the Aquarium he announced, "I'll never forget that lionfish as long as I live."

After we returned to school, in the few minutes remaining before noon, some of the children expressed disappointment be-

cause they had not seen a whale. There wasn't time to discuss the matter except to raise the question, "How big is a whale." Some of the children volunteered to find out during lunch time.

FOLLOW-UP PROCEDURE

That afternoon two children came back with information their mothers had written down: "Large whales are from 65 feet to 100 feet in length." But how long was that? As long as the schoolroom? Longer than the schoolroom? I got out my two-foot ruler and, with the "help" of a child, measured the length of the room. It was 29 feet long. On the blackboard, I divided 100 by 29 and found that a large whale was approximately $3\frac{1}{2}$ schoolrooms long. The children were not expected to learn long division, but it was an opportunity for them to see an arithmetical process used to answer a question. An experience of this kind contributes toward developing an awareness of when arithmetic should be used. Now the children knew at least one reason why there were no large whales in the Aquarium.

One mother wrote that dolphins and porpoises, which are small whales, are only 8 or 9 feet long. The question of why the Aquarium contained neither of these was set aside for investigation at another time. The children felt sure that they could be accommodated as far as size was concerned.

Next, we took each question which had been written on the blackboard that morning and answered it. How big is the biggest fish? The children agreed that the alligator gar was the biggest.

"About as long as that blackboard," said Norman. Norman and I measured the blackboard and found it to be 6 feet long. To check Norman's estimate, I looked in the *Guide to the John G. Shedd Aquarium*¹ and found that an alligator gar is 6 to 7 feet long. Norman was right.

How small is the smallest fish? The children showed with their fingers the

¹By Walter Chute. Chicago, 1944.

sizes of some of the tropical fishes they had seen.

Then Judy said, "I saw some fishes about this long in a tank with some big fishes. They didn't look as if they belonged there at all."

"Show me on the ruler how little they were," I said. Judy measured off $\frac{1}{2}$ inch. When the other children saw the length on the ruler they recalled having seen these small fishes, too.

"Why were they there?" asked Donald. "I should think the big fishes would eat them."

"Maybe they were put there for the big fishes to eat," I suggested.

"That's not nice," commented Jackie.

This remark opened a discussion concerning balance in nature. The children tried to convince Jackie that it isn't worse for big fish to eat little fish than it is for people to eat them. Different children told how they ate crabs in crab-meat salad, oysters in stew, shrimp cocktail, as well as fried fish. It was the way of the world, they concluded. Jackie would not admit that he ate fish!

The next question, "Are all fishes the same color?" was answered without discussion.

What fish has a long nose? The children chorused, "The long-nosed gar."

After answering the questions, the children decided to write stories about their experience. These stories would be put into an aquarium book which each child was going to make. I explained that I would help them with spelling for a few minutes but I would have to get started with the reading classes and then they could continue to write independently while they were waiting for their class to read.

"If you need help in spelling after we start to read," I asked, "what can you do?"

From past experience came their answers.

Andy said, "Look on the bulletin board or in a book for the word you want."

Raymond remembered, "You can guess how to spell a word if you want to."

"Maybe I could help some with the spelling," offered Jackie.

I agreed. I also reminded them that they could put just a line where the word should be and asked them not to interrupt the reading classes unless it was necessary.

The children wrote as I read with one class after the other. Here are some first drafts of the children's original stories.

Ricky w.
The aquarium.
goldfish swim in water goldfish
breathe from their gill goldfish
have lots of fins.
The aquarium has lots of fish
and some turtles.
Daniel G the catfish
we went to the Aquarium. we saw catfish
we know catfish have
you saw catfish many fins.
that is that.



When I asked Danny what those lines were in the second sentence, he said "Those are whiskers. I didn't know how to spell 'whiskers'."

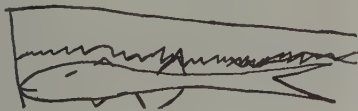
Danny writes the way he speaks: "you know at....." instead of "you know that....."

Stephen
 I am not a sunfish
 I am not a cat fish
 I am not a starfish
 or a shark I am a
 eel.

What appear to be periods at the beginning of each line are really just marks to guide the child so that he will not space his sentences too closely.

Constance

when we went to the aquarium.
 we saw a alligator gar it was
 the biggest one that was in
 aquarium. it was always
 swimming.



Aline F

I am a long nosed gar
 I see my gill on me every
 time. I see a bog fish same
 time I run away. from him
 he doesn't see me then he
 doesn't no where I am

EVALUATION

A day or two later when I was relating this experience to a teacher friend she said, "It sounds good but I haven't that much

time to waste. I have all I can do to get in my three reading classes twice a day and check the seatwork."

But was it a waste of time? Let us consider ways in which contributions were made in the different areas of learning.

The experience was heavily laden with opportunities in the field of language arts. The children listened — I don't mean one child waited for the other to finish just so he could talk. They listened in order to learn from the discussion and to contribute to it. Because interest was so keen, they confined their conversation to the subject under discussion. They used new words. Most of them spoke loudly enough to be heard. Many times there were differences of opinion. As an outgrowth of listening and speaking, the children were stimulated to seek information by reading. They read sentences under the aquarium pictures on the bulletin board; they read their own stories; they had an opportunity to develop the attitude that information can be found in books after knowing that some of the mothers referred to books and after seeing their teacher refer to *Guide to the John G. Shedd Aquarium*.² The children had a need for writing: they wanted their own stories in their aquarium books. They had a genuine desire to spell the words correctly; they attempted to spell the words right; and writing their own stories gave them occasion to spell correctly those words they had learned previously.

In the area of social studies, more important than the learning of facts is the opportunity for social growth. Taking care of one's self in the bus; using quiet voices in the Aquarium; willingness to make inquiries in order to contribute to the knowledge of the group; appreciation of the contributions of others; willingness to help others were important in promoting social growth.

In the area of science, the experience aided in developing a more scientific

²Ibid

attitude. The children were eager to learn facts instead of being satisfied with speculation. They were better able to distinguish between truth and untruth. They revised many of their concepts. For instance, one youngster was sure that a shark had a protrusion like a sword-fish until he saw the shark. Another child, who had thought a seahorse was as big as a horse, was surprised when he saw real seahorses. They learned to gather information in different ways: using the help of parents, reading in books, going to the Aquarium to find out. They also learned that not all animals that live under water are true fish.

As far as arithmetic is concerned, clearer concepts of quantitative terms were developed: biggest, smallest, longer, wider, foot, inch, half, twice as big, three times as big. They counted fins, gill slits, the number of fish in a tank. They became aware of the fact that arithmetic is helpful and reliable in answering questions.

This is an account of what happened that one day on which we went to the Shedd Aquarium, with a short explanation of the origin of interest. Of course the study of fish and water animals did not cease with this one day's activities; it continued until the end of the semester. During this time many facts were learned, many new attitudes and appreciations were developed, many activities were carried out that hadn't even begun the day we took the excursion.

Admittedly, this was not a typical day in first grade; procedures did not follow

the written program. On the other hand, it was not unusual. This group of children had taken many excursions both in and out of the neighborhood. The children had been allowed to express their natural let's-go-and-find-out attitude. In fact, when the question of whales came up, the children immediately wanted to go and watch fishermen catch a whale so they could see for themselves how big a whale really was. When I told them that it was too far away, someone asked, "Can't you take us just for a day?" I had to defend my position by showing them on the globe where whales are caught. Only then did they accept my word.

Not only do children learn from an experience of this kind but so does the teacher. I have learned facts about the children which I could never have learned otherwise. I listen to their conversations on the bus as they point out places where they have been. I listen to them as they express their wishes, some in an eager, confident tone and others in a sadness which reveals the futility felt in the child himself. Even the shy child seems to feel less inhibited and is apt to tell something that discloses an entirely new facet of his personality. The way a child conducts himself, the way he reacts to what he sees helps me to understand him better. Many times I have been able to interpret classroom behavior more intelligently because of something which was said or done on an excursion. I consider taking children on an excursion a learning situation for me. And, besides that, it's lots of fun!

To serve effectively the teacher must determine the aspirations and needs of the community and exert every effort in directing the educational endeavor to the realization of these objectives. — Herold C. Hunt

THE CHICAGO PUBLIC LIBRARY

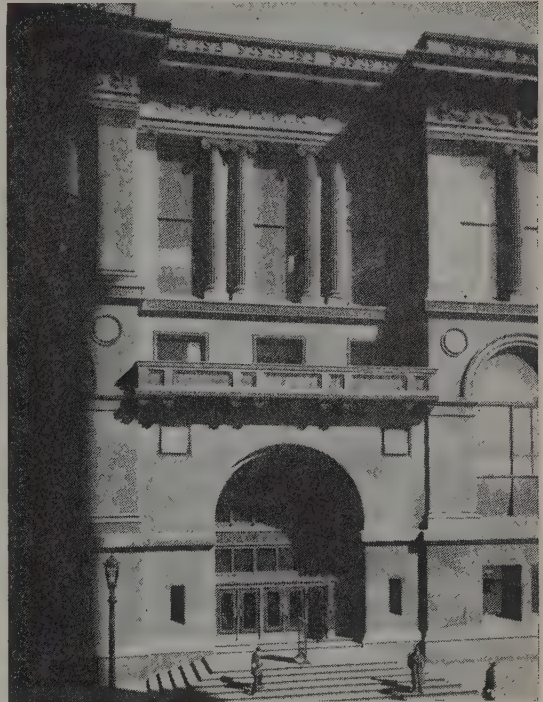
MILDRED BRUDER

CHIEF OF PUBLIC RELATIONS¹

THE Chicago Public Library was opened to the public for the first time on January 1, 1873, under circumstances and in quarters that set off the occasion as unique in the annals of a public institution. The time was just fourteen months after the great Chicago Fire, and the place was an iron water tank, located at the back of a building at the southeast corner of LaSalle and Adams Streets, then serving as a temporary city hall, and known locally as "The Rookery." The tank, 60 feet in diameter, 20 feet high, standing on a brick foundation 30 feet above the ground, had once provided water for the South Side. It had survived the fire and seemed a fitting place to house a collection of books. To this tank the City Council authorized erection of a third-story addition, 50x54 feet. It was to be fitted up with bookshelves and used as a reading room. The approach was to be from an outer stairway.

Aside from its strange quarters, the circumstances under which the Library received its initial collection of books are equally unique. Before the Fire there was no public library in Chicago, although there were several large subscription libraries that circulated books to members for an annual fee. Groups of public-spirited citizens had been agitating for a free public library but the disastrous fire of October 9, 1871, brought an end to these efforts. Meantime, in London, less than a month after the conflagration, A. Hutton Burgess, secretary of the Anglo-American Association, proposed to Thomas Hughes, a member of Parliament and author of *Tom Brown's Schooldays*, that "England should present a Free Library to Chicago, to remain there as a mark of sympathy now, and token of brotherly kindness forever." The idea was

received with favor and more than 8,000 volumes were collected. Many of these bore the autographs of such eminent Englishmen as Carlyle, Browning, Disraeli, Gladstone, Ruskin, and Rossetti. Queen Victoria sent a copy of the *Early Years of the Prince Consort* with her royal

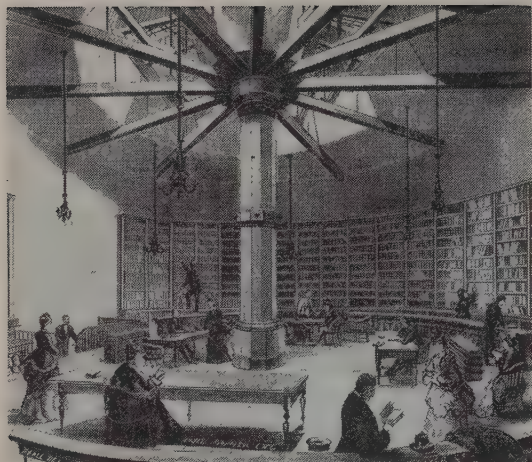


Helen Cummings Photograph

Entrance of the Chicago Public Library

autograph on the flyleaf. Together with some local donations, notably one of 1,200 German books, the total number of volumes when the Library opened on New Year's Day in 1873 was about 12,000. Appropriately enough, the first book to be circulated on that day was a copy of *Tom Brown's Schooldays*, a gift of Thomas Hughes. The borrower was Thomas

¹The Chicago Public Library



First Home of Chicago Public Library

Hoyne, president of the Library's first official Board of Directors.

Subsequently the Library occupied various quarters, but on Saturday, October 9, 1897, the great new Library building, which was to be a permanent home, was formally dedicated. Located on the quadrangle at Randolph, Michigan, Washington, and Garland Court, the plot was formerly known as Dearborn Park and was originally part of the military reservation belonging to Fort Dearborn. Architecturally, the Library building presents a combination of Renaissance and Neo-Greek and Roman forms, and is famous for the magnificent scheme of marble and mosaic that comprises the interior decoration.

Today the Chicago Public Library's physical plant consists of the Central Library, sixty-two Branch and Sub-Branch libraries, and two mobile units. While the Central Library serves the needs of readers with special interests, the agencies of the extension system carry library service to every part of the city. The Branch Libraries are in every sense community agencies providing the types of books and services best suited to meet the needs of each neighborhood. Deposit collections and Deposit Stations located in business houses, factories, labor union head-

quarters, telephone exchanges, churches, social settlements, and welfare agencies supplement the work of the Branch Libraries in bringing books to readers wherever they may be. Graded collections are also provided for some public, parochial, and private schools and circulated to Chicago's school children.

During the past year the Central Library and all extension agencies circulated 8,407,293 books and other materials, and more than one million and a half reference



Hendrick-Blessing Studio

Modern Lake View Branch Library

questions and requests for information were answered by the Library staff. The millions of books borrowed during the year were chosen by Chicago readers from the vast and varied library collections which now number over two and one-quarter million volumes.

SERVICE AS A COMMUNICATION CENTER

Unlike the public libraries of yesteryear the Chicago Public Library not only serves as a book center but as a communications center as well, using many types of materials and techniques to transmit ideas. These include music, records, slides, films, pictures, and other materials, issued for both individual and group use. A circulating collection of educational 16mm motion picture films is maintained in the Visual Materials Center at the Central Library. The films, which are

available for group use, are carefully selected and are on a wide variety of subjects of current interest. Other important visual materials are to be found in the extensive collection of mounted pictures and lantern slides housed in the Art Department of the Central Library, and the smaller collections of pictures in the Branch Libraries. In the Music Department are to be found some 10,000 records of classical and semi-classical music, which may be borrowed for home use. A collection of foreign language and literature records are also available for reference use. Listening time is reserved in half-hour intervals for persons interested in learning a language by hearing it spoken correctly.

Special departments for teachers, musicians, artists, young people, and business men are provided in the Central Library. The Art Department contains all the resources of the Library in the field of the graphic arts, arts of design, art crafts, and

applied arts, both for reference use and for circulation. Art exhibits constitute one of the most important features of the Art Department. Organized to present each year a cross-section of Chicago art, the exhibitions show conservative and modern alike, include crafts, industrial design, architecture, painting, and sculpture.

The Education Department located on the fourth floor of the Central Library contains books on all phases of education from infant care through adult education. The section known as the Ella Flagg Young Room, named in memory of the late Mrs. Young who served as Superintendent of the Chicago Public Schools from 1909-1915, provides books and other materials for the use of school administrators and supervisors, teachers, and students of education.

Other specialized services include books in embossed type and talking book records for the blind, book service for the aged and shut-ins, books in forty foreign lan-



Exhibit Corridor

Burke and Dean Photograph



Interior Mosaic Work Outstanding

Burke and Dean Photograph

guages, and a complete file of United States patent records for the use of attorneys and inventors.

In its role as an active community center the Chicago Public Library conducts a varied program of activities designed to stimulate reading and to encourage the further use of books. Afternoon and evening book talks and lectures, on a wide variety of subjects, are offered in the Central Library and many Branch Libraries. Book-film programs, concerts of recorded and live music, group activities for older adults, courses for parents in children's reading, group discussions of

Great Books, story hours for children and special exhibits are included in the Library's schedule of activities.

The Chicago Public Library has two objectives. The first is to provide books and other materials through which ideas may be communicated and to make available knowledge and information on all subjects and on all public issues. The second is to provide reading materials for the constructive use of leisure time; to foster cultural appreciation and understanding, as well as intellectual stimulation and enjoyment.

NOTES FROM THE FIELD

Hands Across the Border¹

JOHN M. MIRKIN²

DU SABLE HIGH SCHOOL

BY a strange paradox we live today in a shrinking, yet expanding world. Science has spanned space and diminished distance; but at the same time it has extended the horizon of man's living and learning. In air travel time we are closer to some of our world neighbors than to many of our own cities. In our social sciences, human relations become more significant than spacial relations; and in our understanding of the culture of other peoples, the contributions of all to the preservation and the progress of civilization, lies our greatest hope of a peaceful and friendly world.

Du Sable High School has been attempting to build a friendly understanding of our neighbors south of the border through the growing activities of the Pan-American Club. Organized nine years ago by a small group of enthusiasts this club has grown into one of the most important activities in the school and this year achieved a membership of over 200. The purpose of the club is two-fold: to bring to the attention of the school population the importance of international understanding and hemispheric solidarity; to pursue cultural aims by discussing the life, customs, arts, music, and literature of Latin-American people.

At the bi-monthly meetings of the clubs, carefully planned programs are presented which aim to inform as well as to entertain. In travelogues the members journey along the mountain highways, into the tropical beauty, the modern cities, the industrial centers, and the spreading haciendas of the Pan-American countries. They visit the rural stretches and picturesque villages of their southern neighbors and see native arts and handicrafts in the making. Exhibits of art and programs of native music and dancing are on the schedule all year.

The celebration of the Cervantes Quadricentennial became the theme of one of the most interesting sessions of the club. At this meeting Cervantes' place in the world literature was presented by the faculty sponsor. The Dramatic Club of Du Sable High School joined with the Pan-American Club to produce a play based on the immortal novel, *Don Quixote*. The thrill of dangerous adventure lured the full house to another meeting at which a member of the faculty relayed her personal experience in hunting panthers in the South American jungles. The "Magic

of Mexico" and a film taken by a member of the faculty was the topic of a third popular session. Again Du Sable teachers shared their travels to Cuba, Haiti, and Brazil in stimulating talks and demonstrations of native costumes.

The climax of the current year in the life of the club came in the enthusiastic celebration of an entire Pan-American week. The program for the week's celebrations was arranged so that on Monday and Tuesday a movie, "Around South America," was shown throughout the two days to all Du Sable classes. A lecture by Mr. Sidney Teller, on "South America and the Future of American Youth," was presented on Wednesday. The Pan-American Club was host to the International Relations Club, The Civics Club, The Negro History Club, and the Beta Library Club. On Thursday all teachers discussed Pan-Americanism in their classes. On Friday the Pan-American Day itself brought an observance of its own in which the whole student body and all departments of the school participated. The assembly hall was gay with flags and slogans; the student body wore gay Latin-American costumes and tags; a guard of honor, members of the Du Sable R. O. T. C. Unit, was stationed around the American Flag. The assembly opened with the "Pledge of Allegiance" in Spanish followed by our National Anthem; then there were greetings from the principal of the school, the district superintendent, and the chairman of the club. The program consisted of Latin-American music by the school orchestra and the chorus; a few ballet numbers that enraptured the audience; and a fashion show, "From Down Pan-American Way," in which over thirty students dressed in the most colorful and picturesque costumes gave a fiesta spirit to the school.

The club ran a Pan-American prize art-contest which aroused great interest among the students; as a result the entire school was decorated by literally hundreds of posters, flooding the corridors and classrooms with color and beauty. In the school library an exhibit was assembled of all kinds of Latin-American arts, crafts, handwork, and familiar objects of all kinds brought by teach-

¹See also "Education Develops Democratic Ideals," by Isolina Ribeiro Flores, in the January/February, 1951, issue of the CHICAGO SCHOOLS JOURNAL.

²Sponsor of the Pan-American Club

ers, students, and friends of the school. The outcome of the enthusiastic response is an ambitious plan to organize a Pan-American Museum in the school.

An interesting feature of the Pan-American Week was "The March of Pan-American Slogans." Twenty-one beautifully painted slogans bearing the message of solidarity with and understanding of our Latin-American neighbors brought to the close attention of the school population the im-

portance of the principles of *El-Panamericanism*. Marchers carrying the slogans advanced down the corridors and visited every classroom, study hall and lunchroom in the school.

Through its varied appeals and its growing enthusiasm the Pan-American Club fosters the study of the Spanish language and Spanish culture. It endeavors to co-ordinate its activities with all the departments of the school and to stimulate an interest which will grow into understanding

NEW TEACHING AIDS

EDITED BY JOSEPH J. URBANCEK

CHICAGO TEACHERS COLLEGE

Contributors to this section are Sidney M. Bernstein, Edward C. Colin, Ellsworth Faris, Jr., Henrietta H. Fernitz, Joseph M. Goodman, Irwin J. Suloway, David Temkin, and Horace Williston.

FILMS

The following films are available from Coronet Instructional Films, 65 East South Water Street, Chicago 1, Illinois.

Heredity and Environment. 1 reel. 16 mm sound. Black and white, \$50. Supervised by A. R. Lauer.

This film can be recommended because of its proper emphasis upon the importance of heredity as well as environment in the development of the organism. Interesting examples of farm animals, crops, and human beings are shown. Heredity is referred to in very general terms without mentioning Mendel's Laws. The film is suitable for the elementary and junior high school level.

E. C. C.

Public Opinion in Our Democracy. 1 reel. 10 minutes. 16 mm sound. Black and white, \$50.

The photography and action are excellent, but the news clippings and letters are shown in such small print as to lessen the educational value. The formation of public opinion is illustrated in a setting called Glenview, where public transportation is purchased by the municipality following a popular referendum in which only 45 per cent of the legal voters participated. It seems unnecessary to differentiate between the men and women voters. How the right to vote was acquired is not an argument for voting or non-voting. Besides the excellent work of the commentator, the film is good in that it emphasizes that the sum total of opinion of all the people is public opinion only if all legal voters exercise the privilege of voting.

H. H. F.

Consumer Protection. 10 minutes. 16 mm sound. Black and white, \$50. Collaborator: Elvin S. Eyster; also editor of the Teacher's Guide.

The film emphasizes the need for more consumer investigation prior to purchasing. It shows the amount of information available if sought, and the agencies which provide it. Presentation is clear and not too specific or limited. The use of a "young-married" situation extends the groups to which this film can be shown with interest while it in no way detracts

from the interest of a college or high school class. Students viewing this film, with reviewer, state that "it should be seen by all consumer purchase and should be made generally available through motion picture theatres." The film is important enough to justify proper orientation and discussion of the subject before it is shown.

S. M. B.

Effective Criticism. 1 reel. 16 mm sound. Black and white, \$50; color, \$100. E. DeAlton Partridge, Educational Collaborator.

Rules are proposed on how to take and give criticism. The approach is in story form and is concerned with an adolescent boy who interprets criticism of an article he has written for his school paper as a personal criticism. The presentation is simple and straightforward, but the problem and solution seem oversimplified. The portrayal develops the intellectual approach; that is, promotes understanding of the rules, which is good, but it makes the viewer wonder how these things are internalized and organized into one's personal and emotional makeup. The film should, however, be of benefit to high school and college students and their teachers in that it will probably promote mutual understanding of the adolescent's sensitivities to criticism and suggest a way of handling them.

D. T.

Learn to Argue Effectively. 12 minutes. 16 mm sound. Black and white, \$50. Collaborator: William E. Utterback.

The film explains to the high school student what kinds of arguments are purposeful, what sort of subjects are worth arguing about, and on what basis profitable arguments should be conducted. By doing it duplicates the material presented in many texts on discussion and debate. The value of repetition in the learning process is not to be overlooked, for in a film involving a considerable cash outlay the teacher may rightly expect such repetition to have definite impact and appeal. This story of an intemperate arguer and how he is set straight in the classroom is not particularly appealing to adolescents despite the inclusion of semi-humorous Punch and Judy sequences. If classroom presentation is all that is necessary to make the points involved, teachers will

not require the assistance of the film; if another approach must be sought, it is not to be found here. English and speech departments with spare funds may find *Learn to Argue Effectively* useful; it is not, however, worth scrimping for. I. J. S.

Credit — Man's Confidence in Man. 33 minutes. 6 mm sound. Black and white. Free. Produced by Wilding Picture Productions, Inc. Sponsored by Dun and Bradstreet, Inc. Available through Modern Talking Picture Service, Inc., 142 East Ontario Street, Chicago, Illinois.

The function of credit is outlined in all stages of the production of goods and how it assists in the distribution of goods. It distinguishes between risk and chance, and outlines the basis for credit granting by following a hardware merchant as he visits the bank for an extension of his loan. Next is traced the development of one of the highly respected reliable credit information agencies; how it met the needs of the early American merchants; how its present day credit reports are compiled; and how they look and may be used.

The film is well produced, holds student attention, and is suitable for high school and junior college business and social science classes.

J. M. G.

The Beginning of History. 46 minutes. 16 mm sound. Produced by the Central Office of Information for the British Ministry of Education. Available for \$7.50 per day from the International Film Bureau, 6 North Michigan Avenue, Chicago, Illinois.

This film tells "the story of the early discoveries and inventions, and of the invasion and other movements of people which built up the population of prehistoric Britain." It is a survey of archaeological remains of the stone- and bronze-age cultures in the British Isles. Some scenes are quite vivid and alive, such as brief glimpses of the manufacture and use of primitive implements, and some good "tours" through sites such as Stonehenge. But the film often moves slowly, and the photography is only fair. The commentary is good, but the British accent will make it difficult for young pupils to understand, particularly where place names are involved; more titles would have helped. The film could be improved by cutting it to half its present length.

E. F.

RECORDINGS

Poetry Time. Read by May Hill Arbuthnot. Three ten-inch, 78 rpm records with album. Chicago: Scott, Foresman and Company. \$6.80.

Twenty-one poems suitable for use in the primary grades are in this album which, though intended as a supplement to Mrs. Arbuthnot's anthology, *Time for Poetry*, may be put to good use without it. A few Mother Goose selections and samples of verse by Rose Fyleman, Kate

Greenaway, A. A. Milne, Walter de la Mare, and Laura E. Richards are among the better known poems included.

Mrs. Arbuthnot has grouped the poems in terms of the responses they evoke from children. One group consists of jingles which enlist such bodily reactions as swinging the arms, skipping, and marching. Another calls for the sort of pupil participation from which choral speaking grows; the third group, built around familiar themes, emphasizes imagery and emotional appeal. Each poem is introduced appropriately, repeated where necessary, and commented upon in terms the children will understand and to which they will respond. Although adults may feel that Mrs. Arbuthnot is not an especially gifted reader of poetry, it is evident that her renditions will be clear, pleasant, and appealing to young people in the primary grades.

The ultimate value of the album may well rest in the fact that the records and the excellent notes regarding their use will suggest to teachers a number of effective techniques for the presentation of poetry. The techniques are not new, of course, nor are they particularly Mrs. Arbuthnot's; for many teachers, however, this effective demonstration of their worth will open up hitherto unused avenues of approach. I. J. S.

FILMSTRIPS

Writing the Paragraph. 8 filmstrips. 35 mm. Written by Reid Irving, illustrated by Margaret Meginnis and Sidney Kupferschmid, and produced by Sherman Price. Available from Film Publishers, Inc., 25 Broad Street, New York 4.

Of these eight strips, only the last two are concerned with the titular subject. Strip A attempts to arouse interest in the origin of English words; strip B, in roots, prefixes, suffixes, synonyms, antonyms, homonyms, and word values. Strips C and D illustrate problems in the writing of the simple sentence; strips E and F, the compound and the complex sentence. Strips G and H deal with paragraph-building. Strips B, D, F, and H end with short quizzes.

This series makes no pretense at being a substitute for teaching; its authors intend it only as "a helpful tool to be used with the active participation of both teacher and students."

Booklets accompanying the filmstrips contain running commentary and questions on the pictures. This gloss is not so much intended to be read to the pupils as to suggest, at least to the resourceful teacher, the kind of discussion that might well be concomitant with the showing of the films.

Although designed particularly for pupils in the eighth or ninth grades, these strips might be helpful in any composition classes below college level. H. W.

CHICAGO TEACHERS COLLEGE

CHICAGO TEACHERS COLLEGE SUMMER SESSIONS — Beginning with 1952, summer sessions will be eight weeks in length instead of the traditional six-weeks summer session followed by a two-weeks post-summer session. The 1952 eight-week period extends from June 30 to August 2. Information relative to details not listed in the following course offerings may be obtained by writing to the Registrar, Chicago Teachers College, 6800 South Stewart, Chicago 21, Illinois.

Course Number and Title	Cr. Hrs.	No. Per. ¹	Days and Times							Instructor
			8:15	9:20	10:25	11:30	12:35	1:40		
ART 105-s—Decorative Design and Color.....	1	4	MTWTh 305 A							Geil
ART 106-s—Landscape Drawing and Composition..	1	4	MTWTh 305 A							Geil
ART 107-s—Figure Drawing and Composition.....	1	4	MTWTh 305 A							Geil
ART 201-s—Art in Kindergarten-Primary Education	2	7	MT 303 A 303 A							Geil
² ART 202-s—Teaching Art in the Intermediate and Upper Grades	2	7	MT 303 A 303 A							Geil
EDUC. 104-s—Introduction to Education.....	3	5 201 C							
EDUC. 262-s—Evaluation of Instruction.....	3	5 213 C							
EDUC. 263-s—History of American Education....	3	5	213 C							
³ EDUC. 264-s—Philosophy of Education.....	3	5 213 C							
⁴ EDUC. 105KgP-s—Manual Arts for Kindergarten-Primary Grades	2	7 203 C							Lyn
EDUC. 106KgP-s—Childhood Education	3	5 205 C							Ols
			MT 203 C 203 C							Lyn
EDUC. 212KgP-s—Play and Rhythmic Expression.	2	7 203 C 203 C							Lyn
EDUC. 319KgP-s—Principles and Methods in Kindergarten-Primary Education II.....	3	5 211 C							Ols
ENG. 116-s—American Literature	3	5 309 C							Cart
ENG. 117-s—Literature for Children in the Primary Grades	3	5 X							McMill
ENG. 118-s—Selected Readings in Literature.....	3	5 X							Cart
ENG. 202-s—Children's Literature	3	5	305 C							Sulow
ENG. 205-s—Reading Activities in the Primary Grades	3	5 207 C							Lyn
ENG. 206-s—Teaching of the Language Arts in the Elementary School.....	3	5 305 C							Sulow
ENG. 206-t—Teaching of the Language Arts in the Elementary School.....	3	5 305 C							Sulow
ENG. 271-s—Public Discussion	3	5 309 C							Cart
HOME EC. 111-s—Family Life Education.....	3	5 207 A							
			TTh T							
HOME EC. 267-s—Home Furnishings	3	8 209 A 209 A 209 A							
HOME MEC. 251-s—Preparation for Teaching Home Mechanics	3	8	MWF 209 A 209 A							

IND. ARTS 103-s—Elementary Industrial Arts...	2	7	..... 208 C	Hewitt
IND. ARTS 155-s—Electricity in the Home.....	3	8	..... 208 C .....	.....
IND. ARTS 264-s—Crafts	3	8	..... 208 C .....	.....
IND. ARTS 267-s—Household Utensils and Appliances	3	8	..... 208 C .....	.....
IND. ARTS 268-s—Care of House and Grounds..	3	8	..... 208 C .....	.....
IND. ARTS 270-s—Plastics	3	8	..... 208 C	Hewitt
IND. ARTS 272-s—Ceramics	3	8	208 C	Hewitt
IND. ARTS 356-s—Ceramics II, Pottery Shapes and Glazes	3	8	208 C	Hewitt
LIB. SCI. 253-s—Reading Guidance in the Primary and Intermediate Grades.....	3	5	..... 308 C	Butler
LIB. SCI. 255-s—The Library as a Service Agency	3	5	..... 308 C	Butler
MATH. 100-s—Arithmetic Content	0	5	..... 214 C	Young
MATH. 157-s—Mathematics Workshop	3	5	..... 209 C	Urbancek
MATH. 203-s—Content and Methods, Grades 3-8..	2	7	..... 209 C	Young
MATH. 203-t—Content and Methods, Grades 3-8..	2	7	..... 209 C	Urbancek
MATH. 203-u—Content and Methods, Grades 3-8..	2	7	..... 209 C	Urbancek
MATH. 256-s—Solid Analytical Geometry.....	3	5	..... 209 C	Sachs
MATH. 259-s—Differential Equations	3	5	..... 207 C	Sachs
MATH. 266-s—College Geometry	3	5	209 C	Sachs
MTWTh				
MUS. 107-s—Appreciation of Music.....	2	4	..... 306 C	Simutis
MTWTh				
MUS. 204-s—Teaching of Vocal Music in the Kindergarten, Grades 1 and 2.....	2	4	306 C	Simutis
MTWTh				
MUS. 204-t—Teaching of Vocal Music in the Kindergarten, Grades 1 and 2.....	2	4	..... 306 C	Simutis
MUS. 270-s—Teaching of Vocal Music in Grades 6, 7, and 8.....	3	5	..... 306 C	Simutis
PSYCHOL. 107-s—General Psychology	3	5	214 C	Brye
PSYCHOL. 203-s—Educational Psychology	3	5	..... 7 C	Brye
PSYCHOL. 204-s—Child Development	3	5	7 C	Temkin
PSYCHOL. 252-s—Psychology of Behavior Difficulties	3	5	..... 214 C	Temkin
PSYCHOL. 253-s—Psychology of Exceptional Children	3	5	..... 7 C	Brye
SCIENCE —				
MTWTh				
BI. SCI. 256-s—Field Biology	3	11	..... 110 C	Sanders
MT				
SCI. 103-s—Physical Science	3	7	..... 112 C 112 C	Siegel
MT				
SCI. 103-t—Physical Science	3	7	112 C 112 C	Siegel
SCI. 105-s—Zoology	2	5	109 C	Colin
MTW				
SCI. 207-s—The Teaching of Elementary Science in Grades 3-8.....	3	8	110 C 110 C	Sanders
MTW				
ZOOL. 254-s—Ornithology	3	8	..... 109 C 109 C	Colin
SOCIAL SCIENCE —				
GEOG. 102-s—Economic Geography	3	5	202 C	Brockman
GEOG. 252-s—Geography of North America.....	3	5	..... 202 C	Brockman
GEOG. 260-s—Geography of Asia, Africa, Australia and Neighboring Islands.....	3	5	..... 202 C	Brockman
HIST. 202-s—Foundations of American Life.....	3	5	..... 204 C	Kaiser
HIST. 202-t—Foundations of American Life.....	3	5	..... 204 C	Kaiser
HIST. 263-s—History of the Pacific.....	3	5	204 C	Kaiser
MTThF				
SOC. SCI. 201-s—Teaching the Social Studies.....	2	4	..... 202 C	Fernitz
SOC. SCI. 201-t—Teaching the Social Studies.....	2	4	..... 202 C	Fernitz

STUDENT TEACHING SESSION

Course Number and Title	Cr. Hrs.	No. of Days Per Week	Time
*7EDUC. 295-s—Student Teaching and Seminar....	6	5	Daily .....8:15-11:15 MTh .....1:15-3:45
*7EDUC. 362-s—Classroom Management in Elementary Schools	3	2	TF .....1:15-3:45
*7EDUC. 365-s—Psychology of Elementary School Subjects	3	2	MTh .....1:15-3:45

¹Number of 60 minute periods per week.

²May be substituted for Art 108 by Chicago Teachers College regular session students.

³May be substituted for Philosophy 201 by Chicago Teachers College regular session students.

⁴Two of the seven periods to be scheduled by Instructors.

⁵Three of the eight periods to be scheduled by Instructor. Arrangements can be made with the Instructor to carry two of these courses.

⁶Mondays and Wednesdays are spent in the field, 4½ hours each day, transportation not included. Tuesdays and Thursdays are given to laboratory and class work. The field work is given with the co-operation of the Naturalist Service of the Department of Conservation of the Cook County Forest Preserve. Transportation will be arranged at the first class meeting.

⁷Not open to regular session students.

*Course is planned for graduates of accredited colleges and universities who are substituting in the Chicago Public Schools. Written approval from Miss Tierney, Education Department, is necessary to register for this course.

ELEMENTARY PRINCIPALS AND SUPERVISORS WORKSHOP—The Third Annual Workshop for elementary principals and supervisors will be held at Northern Illinois State Teachers College, DeKalb, Illinois, from June 16 through June 27. The workshop is a joint project of the College and the Illinois Elementary School Principals' Association. Enrollment is limited to forty-five and is open only to persons immediately responsible for the supervision of elementary teachers. Requests for information and advance registration should be made to Dr. James Merritt, Northern Illinois State Teachers College, DeKalb, Illinois.

EXAMINATIONS FOR TEACHER CERTIFICATES—Examinations are open to all candidates who meet the requirements for admission as specified in the Circular of Information of the Chicago Board of Examiners. Successful candidates are eligible for assignment in the Chicago Public Schools. Examinations are authorized in the following fields:

1. Elementary teachers of the kindergarten, first, and second grades, and elementary teachers of the intermediate and upper grades—September 13, 1952. Applications must be filed by August 29, 1952.
2. High school certificates in English, general science, German, history, Italian, mathematics, and mechanical drawing—December 29, 1952. Application must be filed by December 12, 1952.

Formal applications for admission to these examinations may be obtained at the office of the Board of Examiners, Room 242, 228 North LaSalle Street. Applications, together with all required credentials, must be in the hands of the Board of Examiners not later than the final dates

given above. Candidates are urged to file the applications as soon as possible in order to eliminate difficulties that may arise in clearing qualifications of candidates.

GOODMAN MEMORIAL THEATRE—The Art Institute of Chicago announces the final production of the Goodman Children's Theatre for the 1951-1952 season—the nationally-known tale of "Puss in Boots," dramatized by Rowena Bennett, who lives in nearby Warrenville, Illinois. The production is to be presented Saturdays at 2:30 p. m. from March 29 through May 24, and Sundays at 3:00 p. m. from April 20 through May 25. On Saturday morning performance has been scheduled for May 3 at 10:30 a. m.

ILLINOIS INSTITUTE OF TECHNOLOGY—The Institute of Design of the Illinois Institute of Technology announces a new graduate program leading to the degree of Master of Science in Art Education. This program offers primary and secondary as well as college teachers the most advanced techniques for the training of students of all age levels in art and design. The methods of the course emphasize the experience of spatial relationships, the processing of visualization, and the understanding of the properties of materials through sensory experiences. The application of these principles to the specific needs of children, adolescents, and adults will be stressed. For further information address the Director, Institute of Design, 632 North Dearborn Street, Chicago, Illinois.

PERIODICALS

EDITED BY PHILIP LEWIS

CHICAGO TEACHERS COLLEGE

"Critical Thinking — What Is It?" By Robert E. Pingry. *The Mathematics Teacher*, November, 1951.

A laudable attempt to make concrete the interpretation of an objective frequently and loosely used in education, with specific suggestions for its implementation in the field of mathematics.

"Why Children Cheat." By C. C. Crawford. *National Parent-Teacher*, January, 1952.

What is to be done when the curriculum itself may be a cause of cheating, or when adult behavior in society sets a dishonest pattern?

"Let's Weigh the Criticism of Modern Education." By John M. Eklund. *The American Teacher*, December, 1951.

The strength and weaknesses of public education are clearly stated and are accompanied by a plea for co-operatively working out an adjustment to forcefully answer the "critics."

"The Law, the Teacher, and the Child — III." By Milton J. Cohler. *The American School Board Journal*, December, 1951.

A revealing treatment of the teacher's liability in connection with seemingly routine classroom and school-related student activities (third article of a series).

"Homework that Works." By Ronald P. Daly. *NEA Journal*, January, 1952.

This article goes beyond questioning the validity of formal homework and presents a framework wherein out-of-school assignments become constructive and meaningful.

"Wanted: More Emotional Security for Children." By Celia Burns Stendler. *NEA Journal*, March, 1952.

This points up the increasing responsibility of the classroom teacher to understand and compensate for the changing family pattern as it adversely affects the child.

"Groups Working Together — A Rich Resource." By Melvin A. Glasser. *Childhood Education*, March, 1952.

The fact that no community is providing all the resources required for the healthy development of children is highlighted. A detailed listing of service agencies, their locations, publications, and functions reveals surprising resources at the command of teachers.

"Let's Sell Teaching as a Career." By R. C. Haydon. *Virginia Journal of Education*, January, 1952.

The need is critical and the teacher is the best potential salesperson. A sensible plan for selection, guidance, and approach to this problem is offered.

"A Pilot Project in Spiritual Values." By Lloyd J. Mendelson and Paul R. Pierce. *Illinois Education*, March, 1952.

A report of a curriculum experiment in the Chicago Public Schools dealing with an especially sensitive topic.

"Everyone Remembers What the Teacher Wore." By Helen W. Ellis. *The Clearing House*, February, 1952.

This report of a survey reveals that students are keenly conscious of what teachers wear; their replies make absorbing reading.

"Socio-Drama: An Aid in Classroom Discipline." By Morton J. Sobel. *The Clearing House*, December, 1951.

This is a description of an experiment involving the use of the socio-drama technique to help solve a serious group-behavior situation.

MISCELLANY

"Acceleration: Perennial Problem." By Lyle M. Spencer. *Guidance Newsletter*, November, 1951.

The 215 young men under 16½ years of age starting college on foundation scholarships stir up the already controversial subject of "education being too long."

"The Television Code." By the National Association of Radio and Television Broadcasters, published January, 1952 (effective March 1, 1952).

This is a framework of reference designed to up-grade television programming on member commercial stations. The effectiveness of this Code in action is a matter of particular concern to all in the field of education and mass media.

"Maps for a World in Conflict." Consultant, George T. Renner, Jr. *Our Times*, February 4-8, 1952, American Education Press.

This is a set of notebook-size maps designed to furnish information about problems involved in the present crisis all over the world. Succinct editorial commentary together with the Teacher's Edition of *Civic Training*, for the same date, combine to provide an unusual presentation.

BOOKS

EDITED BY ELLEN M. OLSON

CHICAGO TEACHERS COLLEGE

IMPORTANT NEW BOOKS

Contributors to this section are William Card, John S. Carter, Ruth M. Dyrud, Frances H. Ferrell, William I. Harber, Mabel G. Hemington, Emily M. Hilsabeck, Elgin F. Hunt, Louise M. Jacobs, Isabel M. Kincheloe, David Kopel, Joseph Kripner, Marcella G. Krueger, Ursula Maethner, Elizabeth G. Masterton, Charles R. Monroe, Blanche P. Paulson, Charles W. Peterson, Dorothy V. Phipps, David Rappaport, Eloise Rue, James M. Sanders, Leonard J. Simutis, Louise Sinderson, Rosemary Welsch, and Dorothy E. Willy.

FOR TEACHERS AND SUPERVISORS

Schools and Our Democratic Society. By M. H. Willing et al. New York: Harper and Brothers, 1951. Pp. 430. \$3.50.

There is a growing and healthy tendency for teacher education curricula to give an important place to school-society relationships. This book provides a useful survey of the problems encountered by teachers in this vital area, and discusses the principles that should lead to intelligent democratic action. The quality of the book is uneven. Certain chapters, notably those on "official" and "unofficial controls of the school," are disappointingly bland and uncritical accounts of the social agencies that influence and sometimes distort public education in non-democratic ways.

D. K.

Community Uses of Public School Facilities. By Harold H. Punke. New York: King's Crown Press, 1951. Pp. 247. \$3.75.

The gradual trend toward making community centers of our public schools has given rise to many questions concerning the legal uses of school property. This book presents a carefully documented study of pertinent court cases, and concludes with a thoughtful statement of the social implications of community uses of public school facilities. School administrators and other officials faced with the problems discussed in this book will find it very useful.

D. K.

Opportunities for Education in the Next Decade. Edited by E. T. McSwain and Jack R. Childress. Proceedings of the Co-operative Conference for Administrative Officers of Public and Private Schools, Northwestern University-The University of Chicago. Volume XIV. Chicago: The University of Chicago Press, 1951. Pp. 112. \$3.25.

Included in this volume are fourteen addresses given at the Conference by school officials, educators, and others; their major topic is not the theme stated misleadingly in the title, but current issues and problems in public education such as academic freedom, the attacks on public schools, and the role of the administrator.

D. K.

Music for Elementary Teachers. By Parks Grant. New York: Appleton-Century-Crofts, Inc., 1951. Pp. 308. \$3.00.

The author has written a unique text for the elementary education student studying for a grade school teaching career. He has dedicated this book first to instruction in music itself and second to how to teach it. Since the book was primarily written for a group who make no pretense at being musicians, it should fill a long-sought need in the textbook world.

L. J. S.

Gateways to Readable Books, Second Edition. By Ruth Strang et al. New York: The H. W. Wilson Company, 1952. Pp. 148. \$2.75.

This edition, though following the general arrangement of the earlier one, has been expanded to include many more titles. Designed as a bibliography for retarded readers of high school age, the majority of books included are on the fifth, sixth, and seventh grade level of reading difficulty, but on a teenage level of interest. Other noteworthy features are (1) the wide range of subject classification, such as aviation, adventure, sport, world problems, and the like; (2) the brief annotation calculated to indicate the nature of the book and to arouse interest in it; (3) the three indexes arranged by author, title, and level of reading difficulty; and (4) listings of reading texts, adapted and simplified edition magazines and newspapers, pamphlets, dictionaries and reference books, and publishers' addresses. A valuable book for the high school English teacher.

L. M. J.

An Anthology of World Literature, Third Edition. By Philo M. Buck, Jr. New York: The Macmillan Company, 1951. Pp. 1150. \$5.75.

This is a new edition of one of the standard anthologies of world literature. In at least one way it is the best in its field: the translations are varied so that the style of one translator does not dominate any one section of the book. The new edition varies from the previous ones in that it includes more material from the Far East, and there is a new division entitled *Some Problems Today*. This new division, however, runs to only thirty-four pages—roughly ten pages each for Proust, Sholokhov, and Thomas Mann—and each teacher would have to decide its value for himself.

J. S. C.

The Search For Peace Settlements. By Redvers Opie et al. Washington, D. C.: The Brookings Institution, 1951. Pp. 366. \$4.00.

The Brookings Institution has contributed another factual, objective study in a series on American foreign policy in publishing this work which describes the tortuous, discouraging road of peace since the outbreak of World War II down to the spring of 1951. The book, written by specialists from available documentary materials, will be of most value to mature students and teachers of international relations. Special chapters are devoted to the war-time conferences of the Big Three, the concluded Italian and satellite peace treaties; the unfinished business in Austria, Germany, and Korea; and the preliminaries to the Japanese peace treaty.

C. R. M.

The Artist in Each of Us. By Florence Cane. New York: Pantheon Books, Inc., 1951. Pp. 370. \$6.50.

Here is a declaration of faith in the individual and his capacities. Having completed a quarter of a century of teaching, the author speaks urgently in behalf of freedom from inhibition and tension. Student and teacher need proper conditions for expression, thus insuring significant, continuous, and total growth. Reproductions of student work and detailed case studies reinforce the message. Teachers are shown to be the true guardians of our culture and democracy.

R. M. D.

The Art of Clear Thinking. By Rudolf Flesch. New York: Harper and Brothers, 1951. Pp. 212. \$2.75.

Here is further proof that Flesch practices what he preached in an earlier book about *The Art of Readable Writing*. Most high school students should find his book easy to read. Even older people will find it entertaining and informative. Nevertheless one would have to be very unsophisticated semantically and psychologically to find this volume helpful in improving thinking; therefore it may be useful to many people.

D. K.

Creative Dramatics in Home, School, and Community. By Ruth Lease and Geraldine Brain Siks. New York: Harper and Brothers, 1952. Pp. 306. \$3.00.

Here is an excellent book by two experienced teachers who explain what creative dramatics is, why it is valuable, and give step by step procedures for guiding children of all ages in making up their own plays. The Appendix, "Material for Dramatization," contains helpful lists of poetry and stories children have enjoyed dramatizing. This book contains a wealth of practical information and is highly recommended.

L. M. J.

Major Problems of United States Foreign Policy, 1951-1952. By Leo Pasvolosky et al. Washington, D. C.: The Brookings Institution, 1951. Pp. 479. Cloth, \$3.00; paper, \$1.50.

This comprehensive and penetrating survey, the fifth in a series of annual volumes, integrates most helpfully in the fields of American foreign policy recent key developments, broad issues ahead, fields (political, economic, military), and areas (European, Middle East, African, Asian, and Western Hemisphere). Throughout, American interests and objectives together with factors conditioning them are presented with clarity and cogency. A problem paper of seventy pages on collective security action under the General Assembly is submitted.

C. W. P.

The Sea Around Us. By Rachel L. Carson. New York: Oxford University Press, 1951. Pp. 230. \$3.50.

Here is sheer reading enjoyment, highly informative, vastly entertaining, and in superb prose. Scientific accuracy is carefully maintained but in terms appropriate for the layman. One's imagination is greatly stimulated; the whole enthralling life history of a dominate feature of our planet, the ocean, is masterfully presented. To read this book, which will no doubt become a classic, is a richly rewarding experience.

C. W. P.

Seventeenth-Century Verse and Prose. Volume I, 1600-1660. By Helen C. White, Ruth C. Wallerstein, and Ricardo Quintana. New York: The Macmillan Company, 1951. Pp. 498. \$4.75.

Excluding Milton because he is so easily available elsewhere, the editors have collected substantial selections of some two dozen of the chief writers of the first part of the seventeenth century. The texts are reproduced in the original spelling; brief annotations,

Principles and Practices of the Guidance Program. By Glenn E. Smith. New York: The Macmillan Company, 1951. Pp. 379. \$3.25.

Subtitled "A Basic Test," this review of guidance services and philosophy pertains largely to the high school. It adheres to the principle that guidance services must be planned for the whole individual, but it departs from some such other commonly accepted principles as the importance of the counseling functions of teachers. The emphasis is theoretical rather than practical, exemplified by the last chapter which discusses guidance services tomorrow in terms of federal bills and committees.

B. B. P.

Educating the Retarded Child. By Samuel A. Kirk and G. Orville Johnson. Boston: Houghton Mifflin Company, 1951. Pp. 434. \$3.00.

This comprehensive text, the only recent book in its field, makes an important and timely contribution as a source book for those concerned with the problems of the mentally retarded child. A wealth of material is presented; such phases as classification, etiology (causes), and diagnosis of the problem, early and modern educational practices, and special class programs have been considered in detail. The extensive annotated bibliography is another outstanding feature.

L. S.

Successful Experiences in English: A Reading and Developmental Program. By Members of the English Department of the Long Island City High School, New York, 1951. Pp. 60. \$1.25.

This mimeographed syllabus advocates study techniques and adaptation of subject matter long accepted as useful in the guidance of slow-learning pupils. The compendium includes reprints of pertinent articles from professional periodicals as well as widely varying teaching units. Stress is placed upon group projects, formation of generalized habits, concrete presentation, and an amiable classroom climate.

I. M. K.

An Introduction to Guidance. By Lester D. and Alice Crow. New York: American Book Company, 1951. Pp. 430.

Rich in concrete detail, this book covers all the aspects of guidance pertaining to all levels of the school program. The basic principles are sound and sufficient for the reader's orientation, but they do not overshadow practical questions concerning the establishment, maintenance, and evaluation of a program. Many examples are given of organization and mechanical details. Administrators and guidance workers alike will find this book helpful.

B. B. P.

FOR HIGH SCHOOL AND COLLEGE STUDENTS

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chiefly lexicographical, are made at the foot of the page. The selections are typical of their authors. The bibliographies are more than adequate to the needs of the college undergraduate. The introductory essay and the headnotes, though not distinguished or penetrating, show a sufficient acquaintance with recent scholarship. This is a useful textbook for the advanced college student.

W. C.

World Series and Highlights of Baseball. By Lamont Buchanan. New York: E. P. Dutton and Company, Inc., 1951. Pp. 256. \$3.95.

A story in words and pictures of America's most popular game and of the climax of the baseball season World Series. Here the reader will find historical facts, records of performances of every player who participated in the World Series since its inception in 1903 to 1950. This text should be read by every American youngster, teacher, and follower of the greatest and most typical American game.

J. K.

A Second Course in Algebra, Second Edition, Enlarged. By Walter W. Hart. Boston: D. C. Heath and Company, 1951. Pp. 488. \$2.40.

This enlarged edition is a great improvement over the first edition published in 1947. The chapter on Equations of Higher Degree has been completely revised and enlarged. The result is an excellent chapter on theory of equations that is suited to a high school class. The topics added to the original edition are permutations, combinations and probability, determinants, mathematical induction, introduction to analytical geometry, introduction to calculus, and partial fractions. This book is highly recommended for a two-semester course in advanced algebra. D. R.

Boy's Book of Modern Science. By S. M. Jennings. Illustrated by I. N. Steinberg. Cleveland: The World Publishing Company, 1951. Pp. 187. \$2.75.

This concise cyclopedia is useful to the lay reader or any beginner in science. In general the accounts are good. The errors observed are technical; penicillin is not produced by bacteria, sulfonamides are not antibiotics, it is terramycin not ferramycin, not all atoms contain neutrons, molecular motion does not stop at absolute zero, as stated. J. M. S.

Famous American Athletes of Today—Twelfth Series. By Frank Waldman. Boston: L. C. Page and Company, 1951. Pp. 388. \$3.00.

This is the twelfth of a series of books which portray the life and career of America's most famous athletes of today. Numerous stories, anecdotes, achievements, records, and the background of the sports heroes should make excellent and enjoyable reading for both young and old. J. K.

Let's Be Popular. By Gail Brook Burket. Illustrated by Marilou Wise, Chicago: Beckley-Cardy Company, 1951. Pp. 134. \$1.48.

A light, humorous style, attractive three-color drawings, and sprightly, pointed verses interspersed throughout the text enliven this well-devised book on manners and general conduct. Situations are well chosen from everyday living at home, at school, in social and community situations. In striving for simplicity and brevity, the author has relied overmuch on imperative verbs and the auxiliary "should," but this slight tendency toward didacticism is more than offset by the book's assets. B. B. P.

Nicky's Football Team. By Marion Renick. Illustrated by Marian Honigman. New York: Charles Scribner's Sons, 1951. Pp. 115. \$2.00.

A paper drive and a sale of comic books help to buy a pint-sized football and then it's possible for Nicky and his friends to emulate their high school hero with a touch-football team in a Midget League. M. G. K.

Fire Hunter. By Jim Kjelgaard. Illustrated by Ralph Ray. New York: Holiday House, 1951. Pp. 217. \$2.50.

Hawk, Chief Fire-Maker of the Tribe, in an attempt to try out the mysterious supple magic of his spear, had broken the hunting law of the tribe. Willow, wounded when wild dogs attacked the camp, could not travel rapidly. Hence, the two were left behind when the tribe sought new hunting grounds. The manner in which they pitted their wits and strength against the wilderness dangers really symbolizes the early struggles of mankind. Through Hawk's experiments one sees how the bow and arrow evolved; how caves were found useful, not only as protection against the elements, but as partial defense against enemies. The domestication of the wild dog; his subsequent usefulness in hunting and in protecting his master; Willow's utilization of

woven baskets as water carriers, and of stones in cooking are among the details which add to the interest of the story and make it excellent correlating material for the study of ancient history. For ages twelve to sixteen. E. M. H.

Behold Your Queen! By Gladys Malvern. Illustrated by Corinne Malvern. New York: Longmans, Green and Company, 1951. Pp. 218. \$2.50.

Although this holds closely to the Biblical account of Esther, the Jewess who became the queen of Ahaseurus of Persia, it is presented to interest modern girls. The original beauty contest, the romantic courtship, and the heroic salvation of her people by the queen are described in detail. The bloody feud between Amalekites and the Jews pervades the book as the story of Esther is pitted against that of Haman, the prime minister. E. R.

Steve Mather of the National Parks. By Robert Shankland. Jacket photograph by Hileman. New York: Alfred A. Knopf, 1951. Pp. 326. \$4.00.

The National Park Service in the United States was not only greatly improved but several parks were added during the twenty-five years of Stephen Tyng Mather's regime as head of the Service. Mr. Mather, a prominent business leader before entering government service, not only made personal subscriptions to park projects but induced other businessmen to do likewise. Among the donors, too, was the National Geographic Society. The book contains an Introduction by its President, Gilbert Grosvenor. The informative material about "Steve" Mather is paralleled by equally interesting and enlightening facts about the Park Service. Glimpses are given also of the difficulties which often attended the promotion of park legislation; also accounts of personal interests and intrigues. But throughout, Stephen Mather's persistence, energy, enthusiasm, and personal help helped to bring victory. There are excellent photographs from the files of the Park Service, a map of "Existing and Projected Parks and Monuments at Time of Mather's Retirement," and a comprehensive index. Although this is really a book for the school reference library it affords great reading enjoyment also. Recommended for advanced high school students and adults. E. M. H.

Smoke Over Skygak. By Kenneth Gilbert. Illustrated by Clifford N. Geary. New York: Henry Holt and Company, 1951. Pp. 145. \$2.50.

Fifteen-year-old Mark Landon was made a foreman lookout during his first summer as resident in the Skygak Forest area of the Cascade Mountains. Mark Cummings, with a prison record, threatened revenge. Mark reported his illegal killing of game in Skygak. Mark's experiences in fighting fires and in outwitting the villain made an exciting story. The plot, weak at the beginning, is skillfully handled as the narrative progresses. There is interesting material about the duties of a fire lookout; the manner in which fires are fought; and the value of seed cones in reforestation. For ages twelve and up. E. M. H.

The Defender. By Nicholas Kalashnikoff. Illustrated by Claire and George Loudon, Jr. New York: Charles Scribner's Sons, 1951. Pp. 136. \$2.00.

The Yakuts hunted the wild mountain rams. Turgen loved and defended them. This the Yakuts failed to understand. So, aided by their jealous shaman "soothsayer," they shunned Turgen. The style is quaint and beautiful; Turgen's spiritual qualities and his philosophy are excellent guides for living. Therefore, although the story itself is a simple one, the book has appeal to upper-level readers; also to adults. E. M. H.

Miss America. By Janet Lambert. New York: E. Dutton and Company, Inc., 1951. Pp. 189. \$2.50.

This novel, the third in a series about Tippy Parrish, deals with Tippy's adjustment problems when she returns from Germany, where her father, Colonel Parrish, had been in service. The chief romantic element is furnished through the two men in Tippy's life: Ken Prescott and Peter Jordan. Inasmuch as Mrs. Lambert's husband was, until recently, a colonel in the U. S. Army, one feels that the army background of the novel is authentic. Although the book is an entity in itself, there are portions in which the author relies too much on the supposition that one has read the preceding novels. Furthermore, the author's intention of doing a future novel, or novels, about Tippy has caused her to give an unsatisfactory "suspended" type of ending to this one. For ages fourteen to sixteen. E. M. H.

Knight of the Cross: A Story of the Crusades. By Frederick Coe. Illustrated by Robin King. New York: William Sloane, Associates, 1951. Pp. 245. \$2.75.

Olaf, son of Eric of the Axe, being cross-sworn, was pledged to perform a "great deed" which would help free the Holy City from the infidels. On his way to the Holy Land he met with adventures in the Balearic Islands, Byzantium, Antioch, and finally at the walls of Jerusalem—where he performed the "great deed." While in Byzantium, Olaf had fallen in love with Anna, daughter of the Emperor, and the novel closes with the implication that he will return to this courageous lady. There are interesting details concerning court life, types of ammunition, and methods of warfare. However, the inclusion of maps and a glossary of the unusual terms would help to clarify the text. For ages fourteen and up. E. M. H.

Understanding Economics. By William C. Bagley, Jr. and Richard M. Perlew. New York: The Macmillan Company, 1951. Pp. 535. \$3.44.

Simple narrative style, concise definition of terms, application of facts to daily living experiences are the chief virtues of this textbook. In keeping with modern curriculum trends, the teaching aids emphasize the utilization of community resources. The "other sources of information" could be extended to include filmstrips, recordings, and readings of greater variety to meet the interest level of high school students. F. H. F.

Comanche. By David Appel. Illustrated by James Daugherty. Cleveland: The World Publishing Company, 1951. Pp. 224. \$2.50.

Comanche, the horse who survived Custer's Last Stand, relates his experiences as a wild horse on the Great Plains; as a captive of the Indian lad, White Bull; and finally, as the cavalrymount of Captain Myles Keogh, who served under Custer. The narrative presents interesting comparisons between the Indian's and White Man's attitude toward horses; also gives viewpoints of both Indian and White Man concerning the conflict between the two races. There is also informative material about Custer and his fight against the Indian. However, the story might have been more convincing and interesting had it been told about Comanche, rather than by him. James Daugherty's illustrations add much to the novel. For ages fourteen and up. E. M. H.

Ways to Improve Your Personality. By Virginia Nailard and Ruth Strang. Illustrated by Jane Oliver. New York: McGraw-Hill Book Company, Inc., 1951. Pp. 249. \$2.40.

Straightforward and positive in its approach to personal relationships, this book is rich in concrete suggestions to adolescents who yearn to be more than they are in the eyes of their peers. Numerous examples of various kinds of behavior, self-rating scales, and page

illustrations of important points elaborate the fundamental concepts pleasantly and effectively. Lists of books for supplementary reading and of unusual aids are included. B. B. P.

Textbook of Organic Chemistry. By Carl R. Noller. Philadelphia: W. B. Saunders Company, 1951. Pp. 643.

This is an excellent text for superior students taking the regular one-year college course in organic chemistry; it is too advanced, however, for use in a one-semester junior college course. There is a companion volume by Dr. Noller which is more comprehensive, yet this shorter text is up-to-date enough to be useful as a reference for recent developments in textiles, pharmaceuticals, etcetera. There is a wide coverage of items; however, like most authors of college texts in organic chemistry, the author does not dwell at sufficient length on certain items so that the student can grasp the ideas presented. We have yet to see a text in this field where the author admits that the subject is not self-revealing. W. I. H.

Economics for Our Times. By Augustus H. Smith. New York: McGraw-Hill Book Company, Inc., 1950. Pp. 534. \$2.60.

This book will appeal to some teachers who want a high school economics text which is a simplified version of a college text in principles. This book is well-organized and clearly written; hence a good student should acquire a considerable amount of useful knowledge from it. However, as a simplified version of a college text it has two limitations: (1) it contains a little of almost everything, with no adequate attempts to select and emphasize a few key concepts and relationships; (2) it is somewhat dated. It reflects the college texts of a generation ago more than it does those of today. E. F. H.

Between Planets. By Robert A. Heinlein. Illustrated by Clifford Geary. New York: Charles Scribner's Sons, 1951. Pp. 222. \$2.50.

Don Harvey, attending school on Earth, receives word to join his parents who are residing on Mars. However, a revolution begun by Venus delays his return to them and plunges him into many adventures on Venus. A ring adds to the excitement and its mystery is finally solved in a highly scientific manner. Don meets several unusual characters. Among them is "Sir Isaac Newton," a dragon-scientist; also many "snuggly" little Venerean creatures called "move-overs." Although the narrative offers interesting pictures of the highly developed scientific age in which man may eventually live, it is depressing to note that the age-old method of war is used to settle interplanetary differences. However, boys will probably not object to this and will respond to the flight-space elements and to the astronomical and other scientific terms. For ages twelve to sixteen. E. M. H.

Big Foot Wallace of the Texas Rangers. By Shannon Garst. Illustrated by Lee Ames. New York: Julian Messner, Inc., 1951. Pp. 184. \$2.75.

His full name was William Alexander Anderson Wallace. He got the name Big Foot because of an episode which related to an Indian, Bigfoot, who also had unusually big feet. He was an inveterate hunter. Although he fought the Indians he often sympathized with them as he realized they were only trying to retain a hold on what they felt to be theirs. He became a Texas Ranger and fought against the Mexicans; with many of the Rangers he spent months in a Mexican prison. Although the biography moves along smoothly one wishes the author had concentrated upon his experiences as a Texas Ranger. There is a comprehensive chronology, also a bibliography; the book is well indexed. It is excellent for correlation with United States History. E. M. H.

FOR YOUNGER CHILDREN

Stripe, The Story of a Chipmunk. Written and illustrated by Robert McClung. New York: William Morrow and Company, 1951. Pp. 48. \$2.00.

Not only does the author describe authentically the chipmunk's habits and behavior, but he also tells about the other animals in the forest—those which are prey for the chipmunk and those which prey upon him. Illustrations add interest to the text. For six- and seven-year-olds. M. G. H.

Silver Heels. Written and illustrated by Paul Brown. New York: Charles Scribner's Sons, 1951. Pp. 122. \$2.50.

The hunting adventures of the Lairds, a "horse crazy" family, and their gallant pony, Silver Heels, will delight fourth-to-sixth graders who like outdoor stories. The deft and effortless pencil drawings by the artist-author are more eloquent than the narrative; together they show the daily life of the pony, of the family and their beloved "Hunt Club," and of Silver's big triumph in a fine, casual manner with touches of humor and lots of "horse talk." E. G. M.

The Flying Trunk. By Hans Christian Andersen. Translated by Lyda Jensen. Illustrated by Renate Goetz. New York: Scott, Foresman and Company, 1951. Pp. 312. \$2.00.

Here is a collection of twenty-four of Andersen's fairy tales that have been adapted to be easily read and understood by children of the middle grades, especially those experiencing reading difficulties. Although the vocabulary is about third-grade level, the stories have retained Andersen's original style very well. Most of the stories are the well-known ones, such as "The Ugly Duckling," "The Steadfast Tin Soldier," and "The Emperor's New Clothes." This is the fourth book in the series of Special Reading books designed to encourage personal reading in the middle grades. L. M. J.

New Friends for Susan. By Yoshiko Uchida. Illustrated by Henry Sugimoto. New York: Charles Scribner's Sons, 1951. Pp. 183. \$2.00.

Susan's sentiment for Madison School was thwarted upon learning it was condemned as unsafe. Her adjustment to a new situation, where she made many new friends and participated in varied activities, provides scintillating reading at the intermediate grade level. Inspiring account of a Japanese-American child's everyday life within a community in Berkeley, California. R. W.

The Golden Circus. By Kathryn Jackson. Illustrated by Alice and Martin Provinsen. New York: Simon and Schuster, Inc., 1950. Unp. \$1.00.

The three-year-old will squeal with delight at the funny pictures of the skating bear, the peanut-eating elephant, the dancing horses, and other animals in this circus, and will enjoy stroking their furry coats. The clowns, the acrobats, the fat lady, all will evoke howls of merriment. Especially will they enjoy the elephant who helped Mr. Roly Poly make such a success of this circus. D. E. W.

Christmas in the Country. By Barbara Collyer and John R. Foley. Illustrated by Retta Worchester. New York: Simon and Schuster, Inc., 1950. Unp. 85 cents.

This is a charming story about two children who spend Christmas with their grandparents. It gives a feeling of warmth, security, and goodness to five- and six-year-old listeners. The old-fashioned illustrations are done in modern style. The Goldenraft binding is much more sturdy than the regular Golden Books bindings. M. G. H.

Saint Santa Claus. By Ruth Rounds. Illustrated by Mabel Jones Woodbury. New York: E. P. Dutton and Company, Inc., 1951. Pp. 128. \$2.25.

When a plane crashed in the Alps on Christmas Eve only two passengers survived: Barry Spinner of Boston, Massachusetts, U. S. A.; and Moselle, a Parisian D. who was bound for Geneva. The story, a beautiful fantasy, relates the manner in which the children were guided to safety by Brother Klaus—Saint Nicholas. Flueli. Although the atmosphere is that of the Christmas tide, the story may well be read or told throughout the year, for it tells of how faith and prayer brought about a seeming miracle; and children will come to love Brother Klaus even as the lad Barry did. For ages eight to twelve. E. M. H.

The Unlike Twins. By Charlotte Becker. New York: Charles Scribner's Sons, 1951. Unp. \$2.00.

Here are three stories about twin boys who are not alike. They play at home, go to the park, and feed the animals. For four- and five-year-olds. M. G. H.

Tim and the Brass Buttons. By Ruth Tooze. Illustrated by Zhenya Gay. New York: Julian Messner, Inc., 1951. Pp. 63. \$1.50.

Tim admired the brass buttons on policeman Mike's uniform, and longed to earn just one of his own. Simple story content emphasizes safety and the role of the policeman in the community. Suitable for reading aloud to kindergarten through second grade groups. R. W.

The First Book of Birds. By Margaret Williamson. New York: Franklin Watts, Inc., 1951. Pp. 69. \$1.75.

How birds fly, hop, perch, swim, catch their food, build their many kinds of nests, hatch their eggs, and raise their young are but some of the topics presented in this captivating book. The information is authoritative and is adapted to an eight-to-ten-year-old's maturity level. Suggestions on how to study birds and sources of more information stimulate a further interest in birds. The illustrations, in both color and black and white, are simple, direct, and lively. D. E. W.

The First Book of Jokes and Funny Things. By Frances N. Chrystie. Illustrated by Ida Scheib. New York: Franklin Watts, Inc., 1951. Unp. \$1.75.

Wholesome fun for the nine- or ten-year-old exists on every page of this book. There are jokes, riddle tongue-twisters, jolly rhymes and jingles, funny things to make and do, and tricks of many kinds. The illustrations and arrangement of spacing are delightful. D. E. W.

Christmas Bells Are Ringing. Selected by Sara and John E. Brewton. Illustrated by Decie Merwin. New York: The Macmillan Company, 1951. Pp. 114. \$2.50.

Here is a varied collection of Christmas poetry—traditional, modern, gay, and reverent—by well known poets such as Christina G. Rossetti, Eleanor Farjeon, Dorothy Aldis, Rose Fyleman, James S. Tippet, and others. An anthology fitting for any teacher's bookshelf, although it is most useful for middle and upper grades. L. M. J.

Skipper John's Cook. Written and illustrated by Marcia Brown. New York: Charles Scribner's Sons, 1951. Unp. \$2.00.

The crew of the Liberty Belle needed a mate who could cook something other than beans. Young Si was hired; his menus proved different—for awhile. Roly Policking story and attractive format makes this an appealing book for the six- to eight-year-olds. R. W.

The Pastor's Dog. By Jean Heavey. Illustrated by Elinore Blaisdell. New York: Charles Scribner's Sons, 1951. Pp. 155. \$2.00.

Spot, a "shaggy black-and-gray dog," belonged to Father Coyle. He was loyal to Father until Larry Hartley, the new boy, came to the parish school. Elderly Father Coyle could not offer the romps and long tramps that the youthful Larry could, hence the transfer of the dog's affection. This is a longer adaptation of a story which originally appeared in the *Saturday Evening Post*. It is interestingly and sympathetically done but the viewpoint is that of an adult rather than that of a boy. For ages ten and up. E. M. H.

Twin Lambs. Written and illustrated by Inez Hogan. New York: E. P. Dutton and Company, Inc., 1951. Unp. \$1.25.

After having been told by their mother to stay with the flock, these twin lambs stray away, feeling venturesome yet safe because they are together. When a barking dog frightens them they become separated until a robin helps them find their way back to each other and to the flock. For four- and five-year-olds.

M. G. H.

Your Land and Mine, Revised Edition. Democracy Series. By Helen Brindl Van Bramer. Illustrated by I. B. Hazelton. New York: The Macmillan Company, 1951. Pp. 246. \$1.80.

This series remains as unique as when it was published eleven years ago. This title, planned for as low as third grade use, treats of the many kinds of people who have made America, the flag, our freedoms, our schools, our natural resources, our community life, and some of our leisure time arts. Many of the units fit the fourth and fifth grade curriculum in Chicago and will be useful with reluctant readers. E. R.

Building Our Town. Scribner Social Studies Series. By Clyde B. Moore et al. Illustrated by Gladys Peck and Eleanor Eadie. New York: Charles Scribner's Sons, 1950. Pp. 288.

This technique of picturing a small town today and in the past, while not new, serves to introduce children to the development and continuity of local community life. The activities are planned to motivate interest in the child's own community. Although meant for as low as third grade use, this will probably be more appropriate for fourth grade in Chicago. E. R.

The Bear and the Beaver. By Charles Frankel. Illustrated by William Crawford. New York: William Sloane, Associates, Inc., 1951. Pp. 27. \$1.75.

Lively, humorous story of a bear that willingly exchanged his way of life with a beaver for the winter months; and gladly gave it up on the first day of spring. Delightful illustrations add to the general appeal of this book. R. W.

The Boat and Ship Book. By Margaret and Stuart Otto. Typography and format designed by Leonard W. Blizard. New York: William Sloane, Associates, Inc., 1951. Pp. 64. \$1.75.

There are illustrations of thirty-eight types of watercraft, with concise, comprehensive descriptions of each. The rowboat and canoe are described first; the final description is that of the swan boat. The hospital ship, fireboat, and bridge are among the types which have practical uses; the historic U. S. S. *Constitution* is included; also another sailing ship, the *Yankee*, which is used today "to teach young people the hard work of running a big sailing ship." Although designed for children, the book will interest young people and adults.

E. M. H.

Waggles and the Dog Catcher. By Marion Belden Cook. Illustrated by Louis Darling. New York: William Morrow and Company, 1951. Pp. 64. \$2.00.

This is a lively story about how an innocent but apparently mischievous little white dog becomes a little black dog, a black dog with a white tail, a gray dog, a gray dog with a white head, and a white dog with black spots, all in his frantic attempts to evade the dog-catcher, which he finally succeeds in doing. A group of six-year-olds have asked for this story again and again. The humorous black and white illustrations are well-done. The story is excellent. M. G. H.

Ups and Downs. By Ethel S. Berkley. Illustrated by Kathleen Elgin. New York: William R. Scott, Inc., 1951. Unp.

Another book of comparisons by the author of *The Size of it*. This book, like the first one, with its questions, comments, and simple illustrations stimulates five- and six-year-olds to think mathematically about everyday things. It helps to develop space concepts.

M. G. H.

Ketch Dog. By Margaret Phelps. Illustrated by Evelyn Copelman. Philadelphia: Macrae Smith Company, 1951. Pp. 223. \$2.50.

Wade Compton can not be diverted by cats, a pet hog, cowboys, or Arizona scenery from his intense desire to have a dog to ease his loneliness for his parents. In spite of himself he learns much about his surroundings, obedience, dependability, and kindness from the former prospector, Old Medley. The exciting capture and wistful taming of the wild dog have great suspense and appeal for all middle grade youngsters.

M. G. K.

Fisherman Jody. By Helen D. Olds. Illustrated by Jules Gottlieb. New York: Julian Messner, Inc., 1951. Pp. 62. \$1.50.

Jody's first trip to sea aboard the fishing boat, Flying Coddler, was a memorable one. His exuberance for this new life was overwhelming, especially when he saw the Statue of Liberty in New York harbor. Fast-moving story with simplified vocabulary provides excellent supplementary reading for a 4B social studies unit.

R. W.

The Apple that Jack Ate. By William R. Scott. Illustrated by Charles G. Shaw. New York: William R. Scott, Inc., 1951. Unp.

In the style for the old nursery rhyme, "The House that Jack Built," the author has retraced the story of the apple which Jack is going to eat through marketing and growing to the time the seed was planted so that the tree would grow. M. G. H.

Bumble. By Magdalen Eldon. New York: Charles Scribner's Sons, 1951. Unp. \$1.75.

Light-hearted story of a Pekinese dog that claims a distant relationship to Sherlock Holmes, the detective. Spasmodically placed illustrations tend to necessitate abrupt eye span adjustments on several of the printed pages. R. W.

Let's Start Cooking. By Garel Clark. Illustrated by Kathleen Elgin. New York: William R. Scott, Inc., 1951. Pp. 68.

Would you like a recipe for making Pat-a-Mints or Peanut Butter Dreams? These and many others are here to tempt you and your children. Each recipe tells in words and pictures the ingredients and utensils needed, the amounts and methods used. Illustrations for "3 pinches of salt," "2 drops of oil of peppermint," "cut up some chives," "2 shakes of cinnamon" are amusing yet very helpful to young readers. At the back of the book is a Junior Cook Certificate. Young children interested in cooking will be fascinated with this book. M. G. H.

Jerry's Treasure Hunt. By Enid Johnson. Illustrated by Ursula Koeing. New York: Julian Messner, Inc., 1951. Pp. 64. \$1.50.

Informational story of a young boy from the country learning the methods of garbage disposal and sanitation in a large city. Good supplementary reading for intermediate grades social studies. R. W.

Growl Bear. By Margot Austin. New York: E. P. Dutton and Company, Inc., 1951. Pp. 43. \$1.50.

To Growl Bear's amazement, none of the other animals wanted to play with him. After all, who would want to play with a bear who came up and said "Gr-r-r-r?" It took the wise old owl some time before he discovered that Growl Bear had not yet learned to talk; all he could say was "Gr-r-r-r." Old Owl explained this fact to the other animals and after that they were willing to play with him. For four- and five-year-olds. M. G. H.

Cowboy Sam and Freddy and Cowboy Sam and the Rodeo. By Edna Walker Chandler. Illustrated by Jack Merryweather. Chicago: Beckley-Cardy Company, 1951. Pp. 67 and 95 respectively. \$1.32 and \$1.40 respectively.

These are the first and second readers of the *Cowboy Sam Series*. Each of them contains some special words which are above the grade-level but the story interest is so great that young readers should not be troubled by them. The stories are truly boys' stories; they are exciting yet well above the run-of-the-mill television "westerns." The three-color illustrations smack of crisp western air and the smell of the saddle. How refreshing these stories will be to little boys who have been reading about doll play, taking turns pulling a wagon, and visiting Grandmother! M. G. H.

Picture Book of Indiana, Picture Book of Michigan, Picture Book of North Carolina, Picture Book of Ohio. By Bernadine Bailey. Illustrated by Kurt Wiese. Chicago: Albert Whitman and Company, 1950. \$1.00 each.

Other books about these United States and about our American neighbors in a similar format have proved useful in introducing social studies materials to middle grade children who shun the large geography texts, attractive as they are today. Information about history and industries and cities is brief and concise, bindings are durable, and the price is not excessive if one considers many children can and will be reading or handling several of these small satisfactorily illustrated booklets at the same time. Our only regret is the lack of pagination which would facilitate curriculum usage. E. R.

Eddie and Gardenia. Written and illustrated by Carolyn Haywood. New York: William Morrow and Company, Inc., 1951. Pp. 191. \$2.00.

To get Gardenia, the goat, out of the habit of eating pies and Buicks, Eddie accompanies her to the Texas ranch of his uncle. He learns to drive the pickup truck, finds a lost steer, and earns his spurs by rescuing Gardenia from the catclaw bushes. M. G. K.

Windruff of Links Tor. By Joseph E. Chipperfield. Illustrated by Helen Torrey. New York: Longmans, Green and Company, 1951. Pp. 305. \$3.00.

This is a study of the behavior pattern of an Alsatian puppy who was led from an English farm to a wild life on the moors by a vixen whose cubs had been stolen. In spite of stereotype gypsies and slow passages, nature lovers will find enjoyment in the descriptions of the life on the moors and the story of Tom's winning the young dog back to a civilized life. E. R.

Horace. By Elizabeth Urquhart. Illustrated by Rosi Pastor. New York: E. P. Dutton and Company, Inc., 1951. Pp. 115. \$2.00.

This is a fantasy reminiscent of *Alice in Wonderland* with its underground tea party, London background, and its talking dragons, dinosaurs, and statues. Miriam helps Horace, the baby dragon, and the griffin air raid warde to convince Saint George that he should liberate Horace's father and kill an evil dragon instead. M. G. K.

Bells for a Chinese Donkey. Written and illustrated by Eleanor Frances Lattimore. New York: William Morrow and Company, Inc., 1951. Pp. 126. \$2.00.

Five-year-old Kwei-li enjoys remarkable understanding and patience from her ten-year-old brother and her parents when she loses her new shoe and weeds out the watermelon vines from the garden. She is rewarded for returning a lost bracelet with the gift of coveted bells for the family donkey. M. G. K.

Somebody's Pony. By Nancy Caffrey. Illustrated by Jeanne Mellin. New York: E. P. Dutton and Company, Inc., 1951. Pp. 72. \$2.00.

Surprising complications and good fortune at the County Horse Show enable Jay and Jan to realize the dream for ownership of a pony. Fast moving narrative suited to average middle grade readers is enriched with excellent illustrations. R. W.

Play with Vines. By Millicent E. Selsam. Picture by Fred F. Scherer. New York: William Morrow and Company, Inc., 1951. Pp. 63. \$2.00.

Whether one be child or adult, *Play with Vines* should appeal to him. The many suggested things to do offer a series of fascinating experiences with plants which climb. Simple language and large print are conducive to easy reading; clear cut line drawings illustrate the context adequately. Although especially written for children, adults interested in plant life will also enjoy the book and its experiments. D. V. P.

Insects, a Guide to Familiar American Insects. By Herbert S. Zim and Clarence Cottam. Illustrated by James Gordon Irving. New York: Simon and Schuster, Inc., 1951. Pp. 157. \$1.00.

Another of the Golden Nature Guide Series which is a must for the beginning naturalist. The excellent colored illustrations of 220 species bring out the identifying characteristics of these insects exceptionally well. Measurements and special features, such as phases of the life cycle and habitat of the insect, are used as aid to identification. The descriptions are simply written and emphasize important characteristics and habits. Compact size and substantial cover, the guide can be carried into the field. Young children will find the illustrations of value while older children and adults will find the book in its entirety a useful and interesting guide. D. V. P.

Boys' Complete Book of Camping. By Stanley Pashk. Illustrated by Frank Rigney. New York: Greenberg, 1951. Pp. 204. \$2.50.

Here is a handy little book chuck-full of practical bits of information, expertly illustrated, pertaining to all phases of camp life. The emphasis is on how to make much of the equipment needed. The novice as well as the more experienced camper will find this book a good source for "campy" ideas, the knowledge of which will help all to more fully enjoy life in the out-of-doors. U. M.

EDUCATIONAL CONFERENCES AND CONVENTIONS

April 30-May 3: International Council for Exceptional
Children, Omaha, Nebraska.

April 30-May 3: American Industrial Arts Association,
Chicago, Illinois.

June 24-27: American Home Economics Association,
Atlantic City, New Jersey.

June 26-July 1: NEA Department of Elementary-
School Principals, Detroit, Michigan.

June 30: NEA Department of Classroom Teachers,
Detroit, Michigan.

June 30-July 5: National Education Association,
Detroit, Michigan.

July 7-18: Classroom Teachers Ninth National Con-
ference, NEA Department of Classroom Teachers,
Michigan State Normal College, Ypsilanti, Michigan.

CHICAGO SCHOOLS JOURNAL

Vol. XXXIII

March-April, 1952

Nos. 7-8

